

West Rusk CCISD

201 – 914



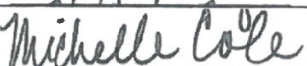
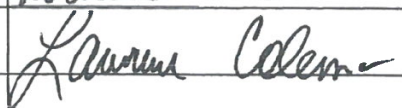
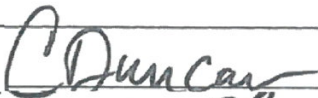
District Improvement Plan

2025 - 2026

Board Reviewed: October 20, 2025

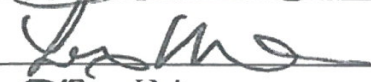
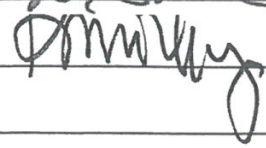
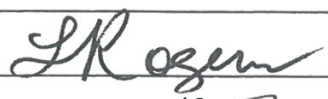
Site Based Committe Sign in sheet

Date: Monday, September 15, 2025

First name	Last name	Role	Signature
Names are listed alphabetically by last name:			
Brandy	Armstrong	<u>Business</u>	
Chuck	Atkinson	<u>Teacher</u>	
Leah	Bobbitt	<u>Assistant Superintendent</u>	
Megan	Clader	<u>Parent</u>	
Michelle	Cole	<u>Teacher</u>	
Lawrence	Coleman	<u>Superintendent</u>	
Juanita	Cooper	<u>Community</u>	
Cynthia	Duncan	<u>Teacher</u>	
Judy	Elrod	<u>Business</u>	
Ginger	Fulgham	<u>Community</u>	
Gwen	Gilliam	<u>Director of Student Services</u>	
Karla	Haney	<u>Teacher</u>	
Lori	Harris	<u>Administrator</u>	
Kathy	Hlavaty	<u>Community</u>	
Taryn	Hunley	<u>Parent</u>	

Site Based Committe Sign in sheet

Date: Monday, September 15, 2025

First name	Last name	Role	Signature
Names are listed alphabetically by last name:			
Jake	Jackson	<u>Administrator</u>	
Krystal	Medford	<u>Principal</u>	Krystal Medford
Kelly	Medford	<u>Principal</u>	Kelly Medford
Tiffani	Meier	<u>Teacher</u>	Tiffani Meier
Leigh	Meltzer	<u>Teacher</u>	
Kaitlyn	Milby	<u>Asst. Principal</u>	
Carlette	Mills	<u>Asst. Principal</u>	
Amy	Mimms	<u>Teacher</u>	
Kara	Mitchell	<u>Community</u>	Kara Mitchell
Erica	Morales	<u>Teacher</u>	
Shaena	Osteen	<u>Parent</u>	
Brittany	Roberson	<u>Parent</u>	
Lisa	Rogers	<u>Business</u>	
Kevin	Roy	<u>Chief of Police</u>	
Leisha	Smith	<u>CTE Director</u>	Leisha Smith

Site Based Committe Sign in sheet

Date: Monday, September 15, 2025

First name	Last name	Role	Signature
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Names are listed alphabetically by last name:

Cynthia	Vanzandt	Special Education	
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Carmen	White	<u>Parent</u>	Carmen White
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Amy	Wood	<u>Parent</u>
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David	Woods	Teacher	
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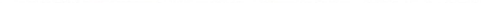
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Additional Guest:		
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First name	Last name	Role	Signature
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Olivia	Junior	Student	Olivia
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Curtis	Clader	Business partner	
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West Rusk CCISD

DISTRICT IMPROVEMENT PLAN

2025 – 2026

With leadership from our superintendent and his designer, this plan has been collaboratively developed by the district site-based decision-making committee which represents all district stakeholders. All performance goals identified in Every Student Succeeds Act legislation have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs:

Titles I A - Improvement, I C - Migrant, IIA – Training, III A – Limited English, IV - Student Support and Academic Enrichment, V – Rural & Low Income, State Compensatory, Special Education, Title I C – CTE – Career & Technical Education, federal, state and local funds.

EQUAL EDUCATION OPPORTUNITIES

It is the policy of WRCCISD to not discriminate on account of the age, race, color, national or ethnic origin, religious affiliation, disability, sex, sexual orientation, gender identity and expression, veteran status or any other characteristic protected under applicable federal or state law in providing educational services, activities and programs, and employment, in accordance with Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. The following has been designated to coordinate compliance with these legal ramifications: Gwen Gilliam at 903-392-7850 ext. 1111.

TEXAS EDUCATION CODE TITLE 2. PUBLIC EDUCATION SUBTITLE A. GENERAL PROVISIONS
CHAPTER 4. PUBLIC EDUCATION MISSION, OBJECTIVES, AND GOALS

Sec. 4.001. PUBLIC EDUCATION MISSION AND OBJECTIVES.

(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

OBJECTIVE 5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

- (1) increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
- (2) enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
- (3) guide students toward understanding and productively functioning in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Sec. 4.002. PUBLIC EDUCATION ACADEMIC GOALS. To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Education Agencies Commissioner's Strategic Plan:

1. Recruiting, supporting and retaining teachers and principals;
2. Ensuring the state's youngest learners master the fundamentals of reading and math to eliminate educational gaps;
3. Developing rigorous and relevant high school curriculums to connect High school to Career, College, and Military; and
4. Improving the trajectory of low-performance schools.

West Rusk CCISD Mission Statement: The West Rusk CCISD public education system is devoted to ensuring that all its children, regardless of race, color, national origin sex, or handicap, have access to a quality education by providing a well-balanced curricula in a safe environment, free of drugs, violence, and firearms, designed to equip students with the tools and understanding necessary to successfully negotiate the challenges to work and life as presented by an ever changing society.

Legal Reference (Section 11.251 of the Texas Education Code): Each school district shall have a District Improvement Plan (DIP) that is developed, evaluated, and revised annually in accordance with district policy, by the superintendent with assistance of the district-level (site-based) committee.

Equity Plan ESSA Sec. 1112 (b) (2): The West Rusk Equity Plan data determined there is little difference between campuses in effective/in-of-field/experienced teachers in both high poverty campuses and with students of color/minority at West Rusk CCISD. The West Rusk CCISD Equity Plan addresses attracting, supporting, and retaining those teachers.

Poverty Criteria ESSA Sec. 1112(b) (4): West Rusk determines poverty eligibility by Direct Certification of the Community Eligibility Provision (CEP) under the National School Lunch Program. Those students not CEP have Free/Reduced forms or are Foster or Homeless students.

At West Rusk State Compensatory Funds are used to support Title I Initiatives.

Funding Sources (2025 - 2026)

Title I: \$324,945

Title I, C Migrant (SSA w/Region 7): \$1,776

Title II: \$39,943

Title III ESL: \$11,679

Title III, Immigrant: \$1,378

Title IV: \$24,570

Career Technology: \$11,939

State Compensatory Ed:

School Wide Plan

- 1 Requirement: Comprehensive Needs Assessment - 1114(b) (6) and §1114 (b) (2)
- 2 Requirement: School wide reform strategies - 1114(b) (7) (A)
- 3 Requirement: Qualifications of instructional paraprofessionals - 1112(c) (6)
- 4 Requirement: High quality and ongoing professional development - 1114(b) (7) (A)
- 5 Requirement: Strategies to increase parent and family engagement - 1116(a-e)
- 6 Requirement: Transition plan - 1114 (b) (7) (A) and §1112(b) (10) (A) (B)
- 7 Requirement: Strategies to address areas of need - 1114 (b) (7) (A)
- 8 Requirement: Coordination and integration of Federal, State and local funds; and
community resources and services - 1114 (b) (5)
- 9 Requirement: Evaluate of the program effectiveness annually - 1114 (b) (3)

According to 1114(b)(17), A School wide Program Plan:

- (1) is developed over a one year period, or is amended from a prior plan;
- (2) is developed with the involvement of parents and other members of the community to be served,
and individuals who will carry out such plan;
- (3) remains in effect for the duration of the school's participation as a School wide Program;
- (4) is available to the local educational agency, parents, and the public, in an understandable and uniform format;
- (5) if applicable, is developed in coordination with other Federal, State and local services;
- (6) is based on a comprehensive needs assessment, and;
- (7) includes a description of the strategies the school will be implementing to address the school needs

Data Reviewed for COMPREHENSIVE NEEDS ASSESSMENT

An in-depth review and disaggregating of data by the district-site-based committee led to the development of the goals, objectives, and strategies included in the District Improvement Plan. The data has been disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status; Information sources provided the data for our comprehensive needs assessment:

State Accountability Report and Ratings	Discipline Data
STAAR passing rates (regular & alternative)	Staff Development
TELPAS (Texas English Language Proficiency Assessment)	College Admissions Test (SAT/ACT/PSAT)
Norm-referenced test data	Technology Assessment / Plan
Drop Out Rate	Progress Reports / Report Cards
Enrollment / Attendance Rate	Teacher Appraisal/Walkthrough Data
Performance Based Monitoring Report (PBMR)	Advanced Course/Dual Credit Enrollment Data
Promotion/Retention/Drop-out Rates	Highly Qualified Staff Reports
Program Evaluations (ESL, Dyslexia, RtI, Content Mastery)	Parent and Community Attendance in Extracurricular Activities
Common Benchmark Assessments (CBAs)	Career Technology Education Program Evaluations
Professional/Paraprofessional training needs	Mobility/Stability of staff and students
Annual Measurable Achievement Objective Report (AMAO)	Decision –Making Processes
Teacher/Parent Contact Logs	Federal Program Evaluations / Resource Allocation
Curriculum Alignment	Fountas and Pinnell levels
Safety and Wellness Surveys	TSI – Texas Success Initiative – College Readiness Test
Parent, Teacher, and Student Services	Equity Plan – Staff retention/turn over
Master Schedules	Initial Compliance Review (ICR)
Lesson Plans	Results Driven Accountability (RDA)
STAR testing – Accelerated Reader	College, Career, and Military Readiness (CCMR)
TPRI – Texas Primary Reading Inventory	
Texas Academic Performance Report (TAPR)	

State Compensatory Education - Student Eligibility Criteria (AT RISK)

TEC Section 29.081; TEC Section 28.0217; SB 702, EHBC Legal

West Rusk CCISD has adopted the TEC Section 29.081 fifteen criteria in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

"Student at risk of dropping out of school" includes each student who is under 26 years of age and who:

1. Except as provided by TEA rule or if retained in prekindergarten under Education Code 28.02124 [see EIE], was not advanced from one grade level to the next for one or more school years, unless the student did not advance from pre kindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;
2. If the student is in grades 7–12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with Education Code 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Education Code 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is an emergent bilingual student, as defined by Section 29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless [see FD];
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
14. Has been incarcerated, or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Penal Code 1.07; or
15. Is enrolled in a district or a campus that is designated as a dropout recovery school under Education Code 39.0548.
16. Is chronically absent as defined by Section 48.009 (absent more than 10% of school's required instructional days with or without excuse)
17. Is required to attend school under Section 25.085 is not exempted under section 25.086, and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year.

WEST RUSK / State of Texas STAAR SCORES 2025

Subject	Grade	West Rusk Total Passing	STATE	DIFFERENCE
Math	3rd	53%	69%	-16
Reading	3rd	77%	76%	1
Math	4th	49%	67%	-18
Reading	4th	67%	79%	-12
Math	5th	75%	72%	3
Reading	5th	79%	76%	3
Science	5th	66%	63%	3
Math	6th	70%	72%	-2
Reading	6th	66%	75%	-9
Math	7th	70%	52%	18
Reading	7th	82%	74%	8
Math	8th	75%	69%	6
Reading	8th	87%	80%	7
Science	8th	71%	72%	-1
Social Studies	8th	56%	55%	1
Math	Algebra	85%	76%	9
ELAR	English I	64%	66%	-2
ELAR	English II	80%	71%	9
Science	Biology	94%	91%	3
Social Studies	US History	94%	94%	0

EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY

STRATEGIC PRIORITIES



**RECRUIT, SUPPORT
AND RETAIN
TEACHERS AND
PRINCIPALS**



**BUILD A
FOUNDATION
FOR READING
AND MATH**



**CONNECT HIGH
SCHOOL TO
CAREER AND
COLLEGE**



**IMPROVE
LOW-PERFORMING
SCHOOLS**

KEY ACTIONS



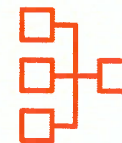
**SUPPORTED
EDUCATORS**



**READY
STUDENTS**



**RIGOROUS
ENGAGEMENT**



**ALIGNED
SYSTEMS**



**ACTIONABLE
GOALSETTING**



**CONTINUOUS
IMPROVEMENT**

NEEDS ASSESSMENT

West Rusk Elementary

Demographics:

Data Examined: Campus Demographics

Strength: The student enrollment is 211. There are 106 females and 105 males. The ethnic breakdown is as follows: 50% White, 33% Hispanic, 9.5% African American, 7% multiple races and .5% Asian. The student demographics reflect the demographics of the community.

Weakness: 74% of students are economically disadvantaged. Our Average Daily Attendance needs to be at 97%. Due to Covid and other recent issues, our Average Daily Attendance has been below 97%.

Student Achievement:

Data Examined: TPRI, Circle Assessment (CLI), CBA's, unit tests, Fountas and Pinnell levels, Kindergarten Early Assessment (KEA), TEKSCORE Year at a Glance

Strength: All 1st and second grade students take the TPRI reading assessment three times per year. All students take Common Based Assessments (CBA) and are administered formative and summative assessments. All kindergarten through second grade students are administered the Fountas and Pinnell Benchmark reading assessments one on one to identify accurate reading levels. English Language Learners also take the TELPAS. Students with Individualized Educational Plans (IEP) work towards set goals. Pre-K and Kindergarten students are assessed using the state approved CLI and TX KEA. 84% of pre-K students were deemed end of the year proficient based on CLI test results. 62% of kindergarten students were proficient based on TX KEA results. 90% of first and second grade students passed the End of the Year CBA test. 60% of first and second grade students read at or above grade level. This number is not as negative as it may appear. The reason this number is not higher is due to student's missing one comprehension question. In January 2025, all students improved in the area of reading. 75% of students improved in math from the beginning of the year.

Weakness: Many students continue to have academic struggles and are still developing in the areas of reading and math. More students in each student population need to read at or above grade level and perform on or above grade level in math. There is still a high % of students deemed at-risk.

School Culture and Climate:

Data Examine: Campus philosophy, Discipline Data, Parent Surveys

Strength: School wide discipline management is in place. The number of discipline referrals continue to decrease. Positive reinforcements are in place. Each student and teacher create and sign a Social Contract for their classroom. Students recite the Raider Pledge and motto daily. Students and staff participate in character days, pep rallies, Red Ribbon Week, Homecoming activities, Character Education - Beginning of a Hero, Box Tops for Education, field trips, Fabulous Fridays, Holiday activities, i.e. Veteran's Day, Thanksgiving, Christmas, etc. Elementary students support secondary school students' school spirit days and events. Accelerated Reader and classroom academic and behavior incentives are in place. Students' schedules are adjusted if necessary to help with behavior issues. Parent conferences, interviews, and surveys are

NEEDS ASSESSMENT

completed. Parents complete a satisfaction survey each year. The responses were overwhelmingly positive. Parents with specific concerns are encouraged to reach out to their child's teacher.

Weakness: Discipline referrals are low. The same students tend to be repeat offenders who receive disciplinary referrals. Counseling services and positive reinforcement and incentives are provided to help reduce disruptive behaviors that can lead to discipline referrals.

Staff Quality, Recruitment, and Retention:

Data Examined: Principal Meetings Data

Strength: Teachers are state certified. Paraprofessionals are qualified for their positions. 63% of the staff are certified teachers. Each certified teacher completes goal setting for the Texas Teacher Evaluation Support System (T-TESS) and is appraised using the T-TESS instrument. All K-2 classroom teachers, the ESL teacher, and special education teachers have successfully completed the Science of Teaching Reading. Current certified staff will be retained while needed certified staff will be recruited. 37% of the staff are Paraprofessionals who are also certified through the Education Service Center at Region VII. Additional qualified bilingual staff have been hired. Under the leadership of a qualified special education teacher, a full time qualified and experienced paraprofessional works directly with students receiving resource, content mastery, and 504 services and accommodations.

Weakness: There is a need for additional support staff and substitute teachers.

Curriculum, Instruction, and Assessment:

Data Examined: Curriculum Documents, RTI documentation, Tutorial Documentation, Intervention Meeting Data, DMAC Data, TEKScore Year At a Glance

Strength: The Texas Essential Knowledge and Skills (TEKS) are the standards that drive instruction. The components of Balanced Literacy and the Daily 5, Saxon Phonics, and Texas Go Math and/or Daily 3 for Math guide the instruction in ELAR and Math. Hands-on Science and Social Studies lessons are incorporated. Small group tutoring and interventions are provided for students in need of assistance. Students in need of intervention can participate in Raider Camp reading and math groups. Activities and enrichment for gifted students are given. CBAs, formative assessments, summative assessments, math assessments, TPRI, and Fountas and Pinnell are assessments administered to students. The use of HMH Into Reading ELA Series, Saxon Phonics, Fusion Science, Texas Go Math, Studies Weekly, and teacher created materials for specific lessons. The HMH Into Reading curriculum that all K-2 teachers use, is on the commissioner's list of approved Phonics programs as is the Saxon Phonics program. Students with Individualized Educational Plans (IEP's) and/or 504 plans are instructed according to these plans with appropriate modifications and accommodations. All kindergarten through second grade teachers received training in the new Science curriculum - Into Science.

Teachers from each grade level and the assistant principal attended a preview of materials at Region VII ESC of the upcoming math adoption.

Weakness: There is a need for a more effective and useful Math program.

Family and Community Involvement:

Data Examined: Parent Surveys, Parent and Community Involvement in Campus Events, Parent and Visitor sign-in logs

NEEDS ASSESSMENT

Strength: Parents and guardians are strongly encouraged to attend face to face conferences with teachers. Translation of written communication between school and home is provided for non-English speaking homes. Families and the community are actively involved in, but are not limited to the following: Parent Teacher Organization (PTO), Book Fair, classroom parties, festivals, lunch, music programs, awards ceremonies, pep rallies, field day, field trips, fundraisers, Student Council drives, parent volunteers, secondary school student volunteers, etc.

Weakness: There is a need for more parents and/or community members as tutors and/or mentors. More opportunities for parent and family engagement activities need to be incorporated. Due to safety concerns, family and community engagement is modified and adjusted.

Technology:

Data Examined: Meetings with Campus Technology Directors, Number of Technology Work Orders

Strength: Each homeroom is equipped with Chromebooks and laptop computers for student use. Some classrooms have Ipads for teacher and student use. Students and teachers use technology daily for instruction and to increase academic performance. Students attend computer lab classes at least once per week to complete software based and web based lessons. Some teachers use the DOJO and Remind apps to keep parents informed of student behavior and classroom activities. In the event of bad weather days, technology can be incorporated in order to do at home learning to avoid having to make up days. Each classroom has 10 additional chromebooks for students to use. The computer lab will be updated with 22 new computers.

Weakness: There are frequent problems with internet connections and computer hardware and/or software. The problems affect the computers, telephones, and intercom systems. If internet connection problems are minimal, there may be a need for additional wireless devices.

School Context and Organization:

Data Examined: School Structure (PK-2), Schedules, Support Programs, Physical Environment

Strength: The facilities are not new, but they are very well kept, and they are attractive. The campus is led formally and informally by the campus principal. Teachers' roles vary from leader to support based on the needs of the teacher and/or the students at the time. Grade levels meet regularly to plan and discuss upcoming lessons. Teachers share ideas and instructional strategies. Each grade level is comprised of a Professional Learning Community (PLC). Special teachers work directly with teachers to ensure each student is successful and his/her goals are met according to IEP and/or 504 plans and/or LPAC recommendations. The master schedule incorporates all aspects of the campus i.e. physical education, music, library, recess, lunch, computer lab, motor lab, etc. Counseling, student council, and UIL activities are included as scheduled. Each teacher and paraprofessional assumes duties as assigned.

Weakness: There is a continued concern for campus safety. Due to these concerns and that our main building is outdated, there is a need for newer facilities.

NEEDS ASSESSMENT

West Rusk Intermediate

West Rusk Intermediate Comprehensive Needs Assessment Summary Date(s):

September 15, 2025

1. **Demographics:** West Rusk Intermediate has 222 students enrolled with 15 teachers and 2 paraprofessionals. We share 2 teachers and 3 paraprofessionals with the elementary campus. West Rusk Intermediate is a school-wide Title I campus. At this time, 75% of our students are economically disadvantaged. Our student demographics consist of 9% African Americans, 34% Hispanics, 51% White, and 6% of mixed race.

2. **Student Achievement:** West Rusk Intermediate has received a C accountability rating for the 2024-2025 school year. Our campus last year had 217 students made up of 75% Economically Disadvantaged students, 15% English Language Learners and 21% served by Special Education. STAAR - Spring 2024 Grades 3-8 Grade Subject 2024 WR Percent Passing 2024 State Passing 2025 WR Percent Passing 2025 State Passing 5th Math 58% 76% 75% 72% 4th Math 64% 68% 49% 67% 3rd Math 43% 69% 53% 69% 5th Reading 68% 78% 79% 76% 4th Reading 74% 81% 67% 79% 3rd Reading 77% 75% 77% 76% 5th Science 46% 57% 66% 63% 5th Science 46% 57% 66% 63% Accountability Groups All Students African American Hispanic White American Indian Asian Pacific Islander Two or More Races High Focus All Subjects Percent of Tests At Approaches GL Standard or Above 74% 52% 66% 80% - * - 88% 70% At Meets GL Standard or Above 44% 20% 36% 51% - * - 58% 39% At Masters GL Standard or Above 18% 7% 15% 23% - * - 8% 15% Reading/Language Arts (RLA) Percent of Tests At Approaches GL Standard or Above 80% 52% 74% 87% - * - 100% 76% At Meets GL Standard or Above 61% 30% 54% 68% - * - 82% 54% At Masters GL Standard or Above 36% 17% 31% 45% - * - 24% 30% Mathematics (RLA) Percent of Tests At Approaches GL Standard or Above 76% 52% 72% 81% - * - 94% 73% At Meets GL Standard or Above 40% 13% 34% 48% - * - 59% 34% At Masters GL Standard or Above 9% 0% 9% 13% - * - 0% 7%

3. **Culture and Climate:** Our campus and district sent out community surveys at the end of the school year that show strong support for our staff and school. While we don't believe the STAAR is the most important measure of our student's success, we commend our students for showing growth on the STAAR tests that are administered by the state. We have a safe and positive learning environment on our campus for our students and staff. Working to promote a supportive academic, disciplinary, and physical environment, and to encourage and maintain respectful, trusting, and caring relationships throughout our building, no matter the setting, is a priority for teachers and staff. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons to protect the instructional time in the classroom. Attendance was 95.8% last year, and with incentives, we hope to outpace that this year.

NEEDS ASSESSMENT

4. Staff Quality, Recruitment and Retention: At West Rusk Intermediate, we will continue to work on retaining a highly qualified teaching staff. We will support our new teachers by providing professional development in areas needed as well as working with staff from Region 7. We will continue to build strong interpersonal relationships among our staff by providing support in all areas. We had 2 teachers retire last year which created a shuffle among staff and we hired 2 new teachers to cover those positions.

5. Curriculum, Instruction and Assessment: Our curriculum is determined by our state TEKS. Teachers align instruction from the TEKs with daily lesson plans that provide focus on student needs. Students that have learning difficulties that do not meet special education requirements meet with our RTI and 504 interventionists, we have 3 that serve that population. ELA & Reading: We will continue to utilize Saxon phonics in third grade to teach decoding and build a foundation of sight words. To help narrow the gap between our populations, we will do frequent checks for understanding, model the comprehension process, and give multiple opportunities to study. We will focus on vocabulary in all grade levels and all subjects. We will promote self-evaluation and goal setting. We will increase interest in Reading and develop fluency by allowing students to select high interest books within our Accelerated Reader program. Focus will be placed on all reading skills by reading and discussing novels in the classroom to discuss what they've read. With the addition of new computers at every grade level we now have 100% of our students with computer access in every class to help us with new question types on state testing. Our students will work on improving their editing and revising skills daily by beginning class with a Daily Oral Language (DOL) lesson. They will increasingly build on their composition writing length throughout the year. Our writing teachers will continue to attend professional development workshops to attain up-to-date, successful, research-based practices to be used in the classrooms. All grade levels now have both a dedicated reading and writing teacher which should help with both subjects in the future. Math: Students will continue to be provided with many hands-on activities using manipulatives. This will be provided in all grade levels. We will engage students in diverse tasks that promote mathematical reasoning and problem solving. We will promote shared learning among our students' peers, facilitate frequent real life connections, and help our students to build on prior knowledge. We will also continue our computer-based programs such as ScootPad, Brain Pop, Study Island, Education Genius, Flocabulary, and Prodigy. We will continue to provide professional development for our teachers. Science: The teacher will continue to be a member of the Region VII Science Cohort to enhance their knowledge in research-based teaching practices and to collaborate with other area Science teachers. We will continue to perform hands-on investigations, use inquiry-based strategies, and observe virtual science activities to promote success in all ethnic groups. Our students will use appropriate tools to gather, analyze, and interpret data. They will communicate scientific procedures and explanations using appropriate vocabulary. We will continue to stress academic vocabulary at all grade levels and utilize our computer-based programs such as Study Island and Brain Pop to increase students' knowledge base. Each grade level now has a dedicated science teacher that work together to plan vertical lessons that help students become prepared for the 5th grade Science STAAR test.

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6. Family & Community Involvement: We will work to increase our family and community involvement by inviting parents and other family members to school to read to students, visit with them, and/or assist them with homework or classwork. Each year, we invite parents to come to our Meet the Teacher as well as various parent opportunities throughout the year. This year, we will be working with students from the high school as they come and mentor our students and promote working hard and staying motivated to succeed. We will research ways to increase parent involvement, not only for parent teacher meetings but as volunteers to provide more contact between the school and the community.

7. School Organization: West Rusk Intermediate is a structured, well-organized campus that has created a positive academic image within the community. Expectations are set high by all members of the Intermediate faculty to ensure students are successful in preparing for life and as they move to Junior High and High School. District administration works diligently to meet the needs of the teachers and staff in each aspect of the school environment. Additionally, all teachers and staff are focused on making the school environment one that is inviting, clean, and inspiring for our students. While maintaining a welcoming environment full of high expectations, stakeholders strive to utilize time spent in the schools serving the needs of our students.

8. Technology: Our district has increased wireless capabilities for all campuses and cell phone boosters to help with connectivity for all. Each homeroom is equipped with a set of Chromebooks or laptop computers for student use. Some classrooms have smartboards and all have Elmo projectors. Students and teachers use technology daily for instruction and to increase academic performance. Students attend computer lab classes at least once per week to learn typing skills and complete software and web based lessons. Teachers use the Remind app to keep parents informed of student behavior and classroom activities. School administration and teachers also use campus and grade level Facebook pages to keep parents apprised of events and happenings.

Strengths Students: • 94% of students on a school survey say they would come here if they had the choice to go anywhere. • According to TPRI and Star Renaissance reports, the majority of our students have seen an increase in grade levels in Reading and Math. • 100% computer access in every class • Classroom and campus incentives for attendance Staff: • Dedicated, highly qualified, low turnover rate • Quick to come forward with needs, attend training • less than 21 – 1 student to teacher ratio • A bi-lingual paraprofessional Parents/Community: • 100% parents believe their child's learning is a high priority (School survey) • Parents believe staff works well with them to solve issues (School survey) • PTO is very active, providing equipment, supplies and activities Facilities: • 1 to 1 ratio of students to computers, every child has a chromebook • Fourth and fifth building newer than all but the 6 th wing • Quick access to all areas of the district • Newer playgrounds, provided by PTO

Weaknesses Students: • 72% of students are economically disadvantaged Staff: • Need more training in certain areas, implementing new STAAR question types has presented a need for training in various areas for staff. • The campus needs more

NEEDS ASSESSMENT

substitutes. Parents/Community: • Very large percentage of our parents have children that qualify as “At Risk” Facilities: • No intercom system • No campus wide bell system

West Rusk Junior High

Campus Needs Assessment 25-26

1. Campus Information

- Campus Name: West Rusk Junior High
- Principal/Administrator: Lori Harris
- Date: 09/11/2025
- Grade Levels Served: 6-8
- Student Enrollment: 222

2. Demographics

- Student Population by Grade Level
 - 6th grade 72
 - 7th grade 73
 - 8th grade 77
- Enrollment by Race/Ethnicity
 - African American 10%
 - Hispanic 30%
 - White 50%
 - Other >3%
 - Two or more races 7%
- Student Population by Subgroup
 - Special Education 12.4%
 - English Learners 13.2%
 - Economically Disadvantaged 76%
 - Gifted/Talented
 - At-Risk
- Staff Demographics
 - 16 full time teachers with 40% having over 20 years experience
 - 4 Paraprofessionals

3. Student Achievement Data - State Assessment Results

NEEDS ASSESSMENT

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	74%	52%	66%	80%	-	*	-	88%	70%
At Meets GL Standard or Above	44%	20%	36%	51%	-	*	-	58%	39%
At Masters GL Standard	18%	7%	15%	23%	-	*	-	8%	15%
Number of Tests									
At Approaches GL Standard or Above	463	29	121	265	-	*	-	**	326
At Meets GL Standard or Above	278	11	67	169	-	*	-	**	180
At Masters GL Standard	114	4	28	77	-	*	-	**	72
Total Tests	627	56	184	331	-	*	-	**	467
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	80%	52%	74%	87%	-	*	-	100%	76%
At Meets GL Standard or Above	61%	30%	54%	68%	-	*	-	82%	54%
At Masters GL Standard	36%	17%	31%	45%	-	*	-	24%	30%
Number of Tests									
At Approaches GL Standard or Above	179	12	50	99	-	*	-	**	130
At Meets GL Standard or Above	136	7	37	77	-	*	-	**	93
At Masters GL Standard	81	4	21	51	-	*	-	**	51
Total Tests	224	23	68	114	-	*	-	**	171
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	76%	52%	72%	81%	-	*	-	94%	73%
At Meets GL Standard or Above	40%	13%	34%	48%	-	*	-	59%	34%
At Masters GL Standard	9%	0%	9%	13%	-	*	-	0%	7%

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- Local Assessment Results (benchmarks, progress monitoring)
- Attendance Rates 94%

4. Programs and Instruction

- Curriculum & Instruction Strengths
 - AR, Readworks, novel studies, etc
 - Science SAVVAS
 - Social Studies - Students of History
 - Accelerated math, Imagine math, new textbook adoption
- Intervention Programs (academic/behavioral)
 - IXL
 - Advisory classes with remediation
 - RTI
 - In class support
- Special Programs (bilingual/ESL, special education, CTE, fine arts, athletics, extracurriculars)
- Technology Integration
 - Smartboards

5. School Culture & Climate

- Parent/Community Involvement
 - 6th grade orientation
 - Back to School Night
- Staff Morale & Retention
 - Monthly celebrations
 - Snacks in the conference room
- Student Engagement & Extracurricular Participation
 - 98% of students are involved in band, athletics, and/or academic UIL
 - Robotics, drones, and 3-D printing
- Safety and Discipline Climate
- Survey Results (students, staff, parents)

6. Professional Development Needs

NEEDS ASSESSMENT

- Instructional Strategies & Differentiation
- Classroom Management
- Technology Use
- Content-Specific Training
- Leadership Development

7. Resource & Facility Needs

- Staffing Needs
 - Counselor opening
- Instructional Materials & Resources
- Facility Maintenance & Improvements
- Technology Infrastructure

8. Strengths & Challenges

Campus Strengths:

- Meeting the needs of students
- Supporting teachers with class management/discipline

Campus Challenges/Needs:

- Attendance Rates

9. Priorities for Improvement

List the top 3–5 priority areas the campus will focus on:

1. Attendance rates
2. Student Achievement
3. Closing the Gaps

10. Stakeholder Input

- Parent Feedback
- Staff Feedback
- Student Feedback
- Community Feedback

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West Rusk High School

The first area the committee discussed at the meeting was **demographics**:

1. West Rusk High School has 351 students as of May 15, 2023. The number of enrolled students is 351 still (9/18/23). The demographic breakdown included 197 (56%) white students, 94 Hispanic/Latino students (27%), 42 Black students (12%), 17 multi-racial students (5%), 1 American Indian student (.2%). 234 students were self-identified as low-socioeconomic (68%). Update on 3/22/24 – 348 students enrolled. No significant shifts in demographics. Update on 9/10/24 – 354 students 9 th -12 th grades with no significant shifts in demographics once again. Update: 1/31/25 – 349 students enrolled. Demographic percentages are still very similar and have had no significant changes over last year.
2. The demographics at WRHS are very representative of the local community. The performance of all groups on the state mandated STAAR/EOC tests are very close and we are performing at a level at or above the state average in all subjects. Update on 3/22/24 – CBA exams throughout the scholastic year up to this point indicate that students are on track to perform at the same level or better as a collective group on the STAAR/EOC tests in April 2024. WRHS teacher (Lea Colby) provided remediation and accelerated instruction in the summer and fall in ELA 1 and 2 for students who did not pass the Eng 1 and Eng 2 STAAR last school year (Spring). Summer and December results improved dramatically. Over 50% of re-testers have now passed both EOC exams. Update 9/10/24 – STAAR/EOC scores for last school year ('23-'24) were well above the state average and the average for Region 7 schools. We far exceeded our expectations on state tests. Update: 1/31/25 – December Re-tests were moderately successful this year, but we still have about 15 students who need to pass English 1, English 2, or Algebra. Biology and U.S. History are up to 100 percent passing.

Next we examined **student achievement**:

1. How is student achievement data disaggregated? Both teachers and administration monitor the data input into DMAC after benchmarks. Additionally, data expectations and results are set and monitored by the state.
2. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, or other category? For the most part, West Rusk High School does not have a certain group that struggles more than others. CBA data is consistent through each year. Last year, the state changed the format of the STAAR test so we now have a better understanding of the way the questions are phrased and asked. We predict the results to improve each year. (September) – our results were better than the state average on all tests except US History... we were slightly below the state average.
3. In which areas are we showing growth? At what rate? Compared to which standard of Achievement? First time STAAR test takers are beating the state average in most subjects most of the time. We are behind the state average in one STAAR/EOC test in 2025. We had 64% of our students pass the English 1 EOC the first time compared to 66% - the state average. We were above state average on three tests (English 2 80% - state average 71%, Biology – 94% - state average 91%, Algebra 1 – 85% - state average 76%). We were even with the state average on one STAAR/EOC test – U. S. History – 94%. We still struggle with getting all students to pass all tests the first time, but it is clear that we are at the state average or better. However, the remediation they receive (re-enrolling them in class) seems to help as we eventually get 99% of all students to pass all five tests prior to graduation.

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4. Which students are making progress? Why? We are showing positive growth in all groups of students in STAAR testing and CCMR numbers. English 1 students' passing percentage was lower this past year due to a teacher change in the middle of the year and difficulty in tracking progress.
5. What does the data reflect within and among content areas? Update: 1/31/25: That the high school students are excelling in the U.S. History, Biology, and Algebra. English 2 scores are slightly above the state averages, and we are showing steady gains in English 1, as well. We had more students perform at the Master's Grade Level on the EOC scores this past year than most schools in our comparison group (40 schools similar to us)
6. What does the data indicate when disaggregated at various levels of depth? They show that demographics and financial deficiencies are not affecting our student's success. We are working hard to improve our scores and not make excuses for our circumstances.
7. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc? Dual credit enrollment is up from previous years, and the students are passing the college level courses. On average, one-third of the senior classes are taking the ACT or SAT, and their scores are slightly below the state's average. All students are taking the TSI test to place them appropriately in college courses after high school. The dropout rate is low, and the retention rate is high. Additionally, Most West Rusk students participate in at least one extracurricular activity. Students excel in these programs, and it offers an incentive to make the grades needed for eligibility and to attend school daily. 3/22/24 update: Enrollment in CTE courses on campus and at the CTE center is up, as well. We are increasing the scope of our CTE programs to provide more access to future careers for our graduates. We have added floral design, building trades, and education preparation courses in CTE this year. We hope to add more programs of study in the future with appropriately aligned IBCs. We have over 40 students who earned an IBC in animal science. 15 earned an IBC in Welding, as well. 25 students earned an IBC in Floral Design. Update 9/10/24: We have added programs of study with IBCs in education certification, floral design, welding, animal science, culinary arts, health science/phlebotomy, etc.... UPDATE: 1/31/25 – students are thriving in the CTE pathways and earning Industry Based Certifications in all areas except Culinary Arts. This is a point of focus and effort by Administration.

We continued with **School Culture and Climate:**

Most of the answers to the following questions were formulated from an anonymous questionnaire we presented to all high school students who were of mixed ethnicity, age and gender. We also polled and interviewed teachers/faculty members and administrative staff.

1. How do students describe the school climate? How does this compare to the staff? Based on the student questionnaire, 88% said that they have pride in our school, and the students and teachers seemed to be happy. The other 12% said there was a lot of pride in certain organizations and "some" of the teachers and students seemed happy. This is also echoed among our staff. We normally do not have a high turnover rate among staff (3 teachers left the high school campus this past year) and the teacher morale seems to be high each year. 3/25/24 update – we expect to lose two teachers this year only – both to retirement, and one teacher left for another position. Both teachers who left here within the last two school years have contacted us about returning to work here again. The Culture and climate is collaborative and supportive. Teamwork seems to be more evident at faculty meetings and the overall attitude is very positive. We work well together. We celebrate together and we generally enjoy being supportive of one another. UPDATE: 1/31/25 – We are not expecting to lose any additional staff, but we will know more in a couple of months. We did lose two staff members due to resignations for personal reasons.

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2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school? Based on the student questionnaire, students said that they had a clear understanding of what the school mission was. It is evident that our students know the campus vision and expectations. 90% of the students surveyed said we strive to be the best at everything and to better ourselves through competition in all areas of school life. This is our campus goal. Get involved and compete at everything!
3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner? Amongst the students surveyed (which consisted of all groups), 90% said that there was respect among ALL teachers and students, and there was a strong sense of family on our campus. Teachers are here for their students and always willing to help. The most evident sign we see that proves we have a strong sense of relationships and family is in the amount of time our faculty spends outside of class tutoring our students and working to get them the help they need. They will do whatever they can to help a student succeed so they can participate in extracurricular activities and to prepare them for the future.
4. What does the data reflect regarding student behaviors, discipline, etc.? Discipline Referrals seem to be staying at a minimum. UPDATE: 1/31/25 – Student discipline is handled very consistently by Admin (James Neal and Jake Jackson). Students are held to high expectations and standards for behavior. Our teachers are confident in their authority and almost all students have a clear respect for authority in our school. Students all understand that there are consequences for their actions. Vaping is a problem that needs to be addressed (we were not able to purchase Vape detectors for all restrooms due to budget constraints). Cell phone recordings and social media are also a problem for many of the students at the high school. It causes drama and frustration for teachers and students. It amplifies the impact of our conflicts. We constantly struggle with the decision to “Ban” all cell phone use at school vs.... help our young people know how and when to use cell phones – how to be responsible with technology use, etc.... 8/14/25 The new law to BAN cell phones has been implemented with fidelity and is working VERY well. Students are compliant and parents, students, and faculty seem to be pleased with the new plan. Students are more engaged, vocal, social and seem happier without cell phones being used during the instructional day. 3/25/24 update – with the addition of assistant principal James Neal to the staff, we have seen a dramatic decrease in discipline referrals. Each referral is dealt with swiftly and with firm consequences. Mr. Neal has also gone above and beyond to connect with the students of WRHS. He is consistent, fair, firm, loving, and supportive. Our culture has never been better and Mr. James Neal is a big reason why.
5. To what degree do students and staff feel physically safe? According to our questionnaire, 100% of our student body feels safe most or all of the time. 60% said that they felt completely safe on our campus. On our campuses we have security cameras installed at every entrance and in most parking lots. We have police on campus at all times during the school day and at all major extracurricular events.
6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.? As mentioned earlier in question #2, 95% of the students surveyed said that they want to be the best at everything they could, whether it be academic or extracurricular. As far as behavior on campus, we have incentives set up to allow students an extended lunch period for zero write-ups and getting all assignments turned in on time. There are also clear expectations and consequences for all actions on campus given on the first day of instruction every school year. We are blessed to have an administrative staff that will back the teachers on all disciplinary issues while keeping the student's best interest at mind.
7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors? When we asked the students who seemed most satisfied with the school's culture and climate, their answers were: students involved

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in extracurricular organizations; students that make good grades and students that do not have attendance problems. Students 'not involved' in an extracurricular activity typically have the most discipline problems and issues with attendance.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? The teachers on campus who have good classroom management and organization also tend to have better student achievement. Because the teachers have prepared thoroughly, they are able to keep students on task from bell-to-bell. Because the students are on task their achievement is better. All three of these factors support each other in our classrooms.

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? What do we know about these students? What services have these students received? To the knowledge of students and employees there is no evidence of any gang activity. Substance abuse is somewhat occurring among our students. We do monthly drug screening (random selection) and occasionally we get positive drug test results (marijuana). It is believed that prescription medication is also abused by some students and the presence of Vapes is becoming more and more a concern by students and employees alike. 3/25/24 update: Harsher penalties for possession and/or use of vapes at school is being implemented to curb this issue. (mandatory DAEP for Vape possession and/or use). We have had ten students placed in DAEP this school year due to Vape possession and/or vape use on campus. We suspect there are many more students who use and/or possess vapes and we are diligent in our watch. UPDATE 9/10/24: There have been zero Vape possessions discovered at school so far this year. UPDATE: 1/31/25 – There have only been four or five students caught with vapes on campus this year. 5/20/25 – There ended up being approximately 15 students who used or possessed Vapes on campus this past school year.

10. What students are involved in extracurricular activities, clubs and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved? We have students of all ages, gender and ethnicity involved in all of our extracurricular areas. The focus of the administrators has been to get as many students involved in these activities as possible. The only common factor that we can see in the students that are not involved is the lack of parental support and encouragement. Student achievement academically is drastically affected by their participation in extracurricular activities. 90% of our student body that graduates in the top 25% of the class (honor graduates) is involved in multiple extracurricular activities.

11. What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate? Of the students surveyed, 100% said that we had GOOD facilities on our campus. 75% said our campus was nice, but there was room for improvement in our classrooms. 10% said that our facilities were fair but needed major repairs and updating (i.e. the auditorium and some classrooms in the main building). Twelve years ago we passed a major bond to build a new cafeteria, multi-purpose building, sixth grade campus and a new football stadium. The effects of these upgrades have had a huge impact on the growth of our campuses. Students that had transferred out of our district because 75-year-old facilities that were outdated and embarrassing are coming back into our district. 3-25-24 update - We still have major facility needs on the high school campus. Included in these needs are the following areas: Science labs/classrooms, additional classrooms (we have 3 teachers who do not have a classroom and must "float" for their classes), relocation of the 7 th and 8 th grade students from the high school building would be beneficial. This would eliminate inappropriate age interaction while providing the much needed additional classroom space. The 7th and 8th graders need their own building... as does the high school. UPDATE: 1/31/25 – Space for staff and the need for additional staff are the two biggest needs for the high school. We need to add one additional math teacher and one additional English teacher. We also need to add two new CTE staff to help provide the pathways our students need in Health Science and Education certification. This would allow us to continue growing our CTE programs and to increase revenue to the district. 8/14/25 – The high

NEEDS ASSESSMENT

school campus still has a shortage of staff in specific areas and a lack of classroom space and/or adequate science labs. The high school staff is continuing to do great things while struggling to have the facilities, resources, and sufficient personnel to do so. Class sizes are too large in some areas due to this and the abundance of “athletic coaches” assigned to instructional positions at the high school. Almost ALL coaching staff is assigned to the high school and asked to be placed in the junior high athletic and high school athletic periods. It is difficult to meet the required demands of the athletic department to operate as they need to.

The fourth area of discussion was staff quality, recruitment and retention:

1. What are the teacher qualifications, certifications, etc? Our teachers are required to be “highly qualified” under the NCLB standards, and require a bachelor’s degree, at minimum, and a teacher’s certification in the subject in which they teach. Additionally, our staff is made up of veterans, former athletes, former social workers, and a medical doctor, amongst many other roles/titles that enrich the quality of what our teachers and coaches bring to our school. Additionally, the staff is made up of experienced teachers. No first year teachers are on staff at the high school campus this school year. UPDATE: 1/31/25 – we have two first year teachers on campus this year, one retire/rehire, and two or three teaching subjects outside their content area. All staff have earned college degrees, but several are working on the appropriate certifications.
2. What does the general data reflect regarding teacher quality on the campus? Administrators give regular walk-throughs, and give the annual T-TESS report. Teachers are expected and required to make adjustments or improvements when prompted regarding their performance. UPDATE: 1/31/25 – Professional staff on the high school campus are well-organized, confident and enjoy the autonomy they are given at WRHS. Young/inexperienced teachers are given more support and feedback and paired with a mentor teacher.
3. How are follow-up data regarding teacher performance provided to teachers? Teachers are provided comments following observations and walk-throughs, and are given copies of their T-TESS scores. Specialists, advisors, as well as administrators from other campuses also occasionally provide support and feedback by observing teachers during classroom time.
4. How are we recruiting highly qualified and effective staff? Many staff are tenured, and due to their loyalty to the school, are encouraged to recruit fellow teachers they know personally that they believe would be good candidates for open positions. We also offer stipends in hard to hire subjects to increase pay. (Math, ESL, Science)
5. What is our staff attendance rate? Retention rate? Turnover rate? Staff attendance has room for improvement, but teachers do not miss work at such a rate that it affects the student’s performance. Staff absences are largely limited to illness or family needs, and extracurricular events that require them to sponsor. 3/28/24 update: Almost ALL the extracurricular sponsors and coaches for the high school AND the junior high teach at the high school campus. This makes scheduling their courses difficult and it also causes them to miss numerous days of work to sponsor their extracurricular activities. The burden is immense and falls heavy on the high school. We make it work, but the junior high needs more teachers who coach and sponsor activities to alleviate some of this strain on the high school. UPDATE: 9/10/24 – The staff attendance rate has not had a negative impact on student learning and success. This is due mostly to the fact that students and teachers have improved over the last four years in how we teach, share and learn curriculum and lessons. (Correspondence and planning are much improved with technology – primarily through the use of google classroom and email.) Those teachers who left the staff last year did so for personal/family reasons, not due to dissatisfaction with their employment at West Rusk. As stated above, many members of the staff have been coaching/teaching at the campus for years. The teachers that retired at the end of the last school year had been at West Rusk for decades.

NEEDS ASSESSMENT

6. How is highly effective staff assigned to work with the highest need students? Teachers are provided data on their 504, SpEd, ESL, and special needs students by a very qualified and efficient Special Education specialist. Each teacher is required to provide the student's modifications and accommodations, and be acquainted with the special needs of the students.
7. What is the impact/effect of our teacher mentor program? Greater emphasis and priority is placed on first year teachers receiving mentor support. Last year, a first year teacher was assigned a mentor, along with a daily meeting to ensure that the teacher was adjusting well.
8. How is new staff supported? What feedback do they provide? Staff have grade level teams and department teams that support one another. Veteran staff members are quick to support new staff members, as well.
9. What systems are in place to build capacity and support the notion of continuous improvement? T-TESS, STAAR/State expectations, campus goals, DMAC – CBA data, etc...
10. How are we using data to determine professional development for staff? Staff is essentially held self-accountable for their own professional development, but are allowed days off for workshop opportunities. We do targeted professional development for the entire campus at the beginning of each year. Any content specific development is encouraged, but it must be sought out by the teacher.
11. How are collective and individual decisions regarding professional development determined? Staff is certainly not discouraged from seeking professional development opportunities, but it is not heavily emphasized by members of administration or by department heads. If there are new guidelines from T.E.A. regarding educational issues that staff need to know we are always supportive and even initiate those raining opportunities.
12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up? Staff routinely receives: CPI team training, Eduhero training done on summer hours by campus, lectures by specialist Mrs. Meggs, and motivational guest speakers/former educators to open the school year. We also have numerous teachers who attend specialized training on their own. Teachers at West Rusk are mostly self-sufficient. They are motivated and hold themselves accountable for the achievement of their students.

Then we examined **curriculum, instruction and assessment data**:

1. Curriculum as West Rusk High is vertically and horizontally aligned through a variety of ways. West Rusk uses the TEKS Resource System to guide our scope and sequence for all core classes and many of our electives. This scope and sequence allows our different grade level teachers to meet by department to discuss and review similar material when possible. We have department and grade level meetings once per six weeks to create a dialogue of support and understanding. We also encourage discussion among our grade level teachers to try to collaborate on ideas and issues in their rooms when possible.
2. To assess our curriculum and instruction we administer CBA (curriculum based assessments) each six weeks. These tests were built by the teacher prior to the six weeks of instruction and meant to serve as the guide and road map for instruction. These CBA tests help teachers run reports through DMAC to measure each student on each objective and know exactly how to diagnose their student needs in a matter of minutes.
3. Once our reports have been examined we meet by department with the instructional leader to plan how to reteach and review the material that was not mastered. We set up tutorials for students, when necessary and focus on student needs based on the data that is gathered from the CBAs.

NEEDS ASSESSMENT

The sixth topic we discussed was **family and community involvement**:

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe? 3/28/24 update: Again, this year we held a 9th grade orientation for all incoming 9th graders. Attendance was over 75% with students and at least one parent. We also have large turnouts at "Meet the Teacher" nights. Many parents/guardians show up to check on students' grades and progress. Update: 9/10/24 – 9th grade orientation in August was well attended again and almost all students in high school are involved in extracurricular activities that are supported and attended by parents. In addition to this event we have school awards assemblies, National Honor Society banquets, booster clubs, theater productions and band concerts where we have high turn outs of family and community members. The most noticeable trend is that the students whose family members are involved in their education have the best achievement overall in school and create the most lasting positive memories.

2. How are families and the community members involved in school decisions? Our school board meetings are always open to the public, and anyone who wishes may be placed on the agenda to speak. Our social media pages are managed by employees and are meant to provide information to our families concerning important events and dates. We also have a site-based committee in which the community can get involved in the decisions regarding the school calendar and other important agendas. In past bond elections, we have had meetings with the public to gain their input into the decision making process. We are starting a bond proposal again this year and have already had one public meeting. As stated earlier, we have many booster clubs on campus that play a key factor into the success of our organizations. 5/6/24 update: The bond proposal was voted down by the community. Feedback has been mixed, but many people voted no because they did not want to increase taxes. Several voters also noted concern that they did not see the need for an additional band hall. The bond will be voted on again in November of 2024... this time it only includes an elementary building (no band hall addition). UPDATE 1/31/25 – the bond failed again in November. It will be presented again in May... the tax rate will remain the same if the bond is approved by voters because the district is paying off an older bond.

3. What types of services are available to support families, community members, and students to encourage healthy family relationships? Community Health Core and local family counselling services provide needed support for students and families that are in need... Also, one local church has Wednesday night youth services with a meal and another local church houses the local food bank which is available to our students. The high school faculty also contributes to the "care closet" that provides necessities to any of our students who are in need.

4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?

We have a large population of Hispanic families in our school. For the parents who do not speak English, but need to be contacted, we have several on-campus employees who are bilingual and can serve as interpreters. We also have ESL (English as a Second Language) classes available for students who cannot speak English well.

Next we looked at **school context and organization**:

1) How is adequate time devoted to subjects in which students perform poorly? West Rusk High School requires students not passing all portions of the STAAR/EOC test re-take the course for that EOC exam. This allows for an entire year of remediation for that student. This has produced very positive results in the past. Students who do not pass the English 1 or English 2 STAAR test take a remedial reading/writing course. 2/8/24 update: Of the 20 students who re-tested in English 1 or English 2 in December – 15 passed their test. Lea Colby's remediation curriculum, planning and teaching was the determining factor in this great achievement.

2) What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

NEEDS ASSESSMENT

WRHS has teachers build their own CBA tests so that they know exactly what they want it to look like and what they want their students to learn.

3) What are the students', parents' and community perceptions of the school? Students, parents, and community perception of West Rusk High School are very good at this time. We have looked at surveys sent home in the past and found them to be very complimentary. We have very few negative marks and mostly words of encouragement are shared in these surveys. Talk in the community is always positive except for the occasional disgruntled parent concerning single, individual issues with their specific child.

Finally, we examined the use of **technology** at WRHS:

1) Technology at West Rusk High is very visible and in high use. All students have access to wireless internet and devices to navigate the web. We have fully equipped lap top carts stationed in "EACH" classroom to provide web research and document (office) support. Students are also allowed the opportunity to check a computer out from the library to take home for use after school hours, including weekends.

2) Students in all math and science classes have access to their own personal calculator (graphing and 4 functions). Students may also check these out with the teacher for use outside the classroom when needed.

3) We address the teaching of academic technology courses through our audio- visual tech, graphic design, and office-based courses. These classes build web- pages, cut and edit video and music, program video games and other animation. We also use technology in the creation/building of our school yearbook each year. Students import graphics taken with digital cameras and edit these graphics while supplying text and other formatted information. Update: 9/10/24 - Also, as mentioned in other parts of this CNA, we use google classroom and campus email to communicate professionally between teachers, students, parents, and campus leaders. This communication is vital in our students' success and in training them to use technology in appropriate situations.

West Rusk CCISD

District Additional Needs

Need: (title I) (**student achievement**) Reservation for homeless students to purchase needed supplies for school and home.

Need: (title III) (**student achievement**) Grant for immigrant students to help them with supplies and academic needs such as Rosetta Stone.

Need: (title I, II, III, and IV) (**staff quality, recruitment and retention**) Contract services with Region Educational Service Center for professional development and training for LEA staff in the areas of counseling, leadership, personnel and human relations, digital learning and DMAC, federal and state programs (ESSA), English second language (ESL), gifted and talented, safety, health, nurse, and physical education.

Need: (title II) (**staff quality, recruitment and retention**) Stipends for secondary math and science teachers to retain the best / most experienced teachers at West Rusk

Need: (title III) (**curriculum, instruction and assessment**) Curriculum for English second language class - SummitK-12, Imagine Learning, and additional curriculum

Need: (title IV) (**student achievement**) Salary for an additional counselor to help with preparing senior students for life beyond high school.

Need: (title I and IV) (**student achievement**) Salaries for teachers for remedial classes, intervention, technology, and additional subject area teachers.

Goal 1: Build a foundation of reading and math (TEA Strategic Priority #2: Build a Foundation of Reading and Math)

Objective 1: By May 2026, 80% of West Rusk students, in each student group, will demonstrate mastery of the TEKSs and meet or exceed expectations for STAAR and other assessed content areas.

Summative Evaluation: By May 2026, 80% of West Rusk students will pass both reading and math state assessments.

Strategy 1 Details	Reviews		
1. Measure and target student performance as found in the comprehensive needs assessment (CNA) for all accountability groups including categories of ethnicity, socioeconomic status, gender, populations serviced by special programs including English learners and special education and others identified as at-risk using achievement indicators and assessment instruments (STAAR, STAAR ALT, TELPAS, TELPAS ALT, SAT/ACT, TPRI, mClass, Curriculum Based Assessments, six-week tests).	Formative		Summative
	October	February	May
Person(s) Responsible - Teachers, Campus, and District administrative staff Resources - DMAC, Skyward, Data Notebook(local), Best Practices, School Report Card Timeline - October 2025, January 2026, May 2026 Assessments - Data Analysis Reports, curriculum maps, CBA conference sheets, TPRI/mClass, State Assessments			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 2 Details	Reviews		
2. Facilitate district and campus staff development targeting academic subject areas, intervention strategies, STAAR, GT, ESL, CBAs, TCMPC (curriculum platform), and DMAC.	Formative		Summative
	October	February	May
Person(s) Responsible - Teachers, Campus, and District administrative staff Resources - Region VII, Administrative staff, EduHero, Instructional Coach, Title I Timeline - August 2025, January 2026, June 2026 Assessments - State assessment results for all subgroups, number of professional development hours/certificates earned			

☐ No progress ✓ Accomplished → Continue ✗ Discontinue

Strategy 3 Details	Reviews		
3. Improve student performance with accelerated education by implementation of the Saxon Phonics program for at-risk students performing below grade-level in reading skills, K-3rd.	Formative		Summative
	October	February	May
Person(s) Responsible • ELA/Reading teachers, Campus and District administrative staff Resources • Local Funds, Title I, ELA Specialist, Intervention teacher, State Textbook Allotment Timeline • 2025 – 2026 Assessments • TPRI and STAAR results			
☐ No progress ✓ Accomplished → Continue ✗ Discontinue			

Strategy 4 Details	Reviews		
4. All campuses will continue to guide and provide services for the implementation of Response to Intervention(Rtl) for struggling students and English Learners with emphasis on vocabulary and hands-on strategies in math classrooms addressing the needs of student groups not achieving their full potential.	Formative		Summative
	October	February	May
Person(s) Responsible • Response to Intervention (Rtl) teachers, general education teachers, ESL teachers Resources • Special Education, Title I Funds, Local Timeline • End of each Six Weeks Assessments • RTI Documentation: Students, including ELLs, will show success on state assessment.			
☐ No progress ✓ Accomplished → Continue ✗ Discontinue			

Strategy 5 Details	Reviews		
5. Continue enrichment activities for Gifted and Talented students as they are identified and served.	Formative		Summative
	October	February	May
Person(s) Responsible - G/T teachers, Campus & District Administration, Region VII Resources - GT Funds, Local Timeline - Weekly Assessments 100% of G/T students will have the opportunity to participate			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 6 Details	Reviews		
6. Professional Development for teachers in Sheltered Instruction/ELPS for Emergent Bilingual students in English Language Arts and Reading.	Formative		Summative
	October	February	May
Person(s) Responsible - Assistant Superintendent, Principals, Region VII Staff, ESL teacher, Elementary Teachers Resources - Local, Title funds Timeline - During the 2025 - 2026 school year Assessments - EB students will show progress on state assessments.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 7 Details	Reviews		
7. Utilize instructional methods and evidence based practices that address the needs and improve student performance of dyslexic students to help them achieve their full potential	Formative		Summative
	October	February	May
Person(s) Responsible - Dyslexia specialist, classroom teachers, campus administration Resources - Local and State funds Timeline - Fall and Spring 2025 - 2026 Assessments - Students with dyslexia will be successful on local and state assessments.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 8 Details	Reviews		
8. Utilize state-provided online interactive reading programs in grades 3rd -5th for students not achieving their full potential.	Formative		Summative
	October	February	May
Person(s) Responsible - Assistant Superintendent, Principals, Teachers Resources - Provided by the state for grades 3rd - 5th Timeline - Regular use by struggling students Assessments - Students, including ELs, will show success on state assessments.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 9 Details		Reviews		
9. Priority Reading Classes will be utilized in 6th - 8th. The Accelerated Reading (AR) curriculum is utilized in K-8th grade. Study Island is utilized in K-12th grade. These evidence based practices address the needs of students not achieving their full potential.		Formative		Summative
		October	February	May
Person(s) Responsible - Assistant Superintendent, Principals, Teachers Resources - Local funds, State Textbook Allotment Timeline - Daily, for struggling students assigned Assessments - Students will pass the state assessment (STAAR reading)				
☐ No progress ☒ Accomplished → Continue ☒ Discontinue				

Strategy 10 Details		Reviews		
10. Continue to provide guidance counseling and support to all students(including immigrants, migrants, homeless, special needs, and special populations) in addressing both academic and personal needs for success.		Formative		Summative
		October	February	May
Person(s) Responsible - Elementary, Intermediate, Junior High, High School, and Special Education Counselors. Rtl and Content Mastery staff, Director of Student Services Resources - Local Funds, Title I, Title IV, and IDEA Timeline - Every six weeks Assessments - Telephone logs, sign-in sheets, and completed graduation plans, class rolls.				
☐ No progress ☒ Accomplished → Continue ☒ Discontinue				

Strategy 11 Details	Reviews		
11. Provide staff development for grade-level teachers on integrating technology with instructional and administrative programs in the classroom using multiple sources.	Formative		Summative
	October	February	May
Person(s) Responsible - Campus and District Administrators, Technology Supervisors, Region VII Resources - Local Funds, Title I Funds, E-rate Funds Timeline - August 2025, January 2026, Summer 2026 Assessments - Administrator walkthroughs using T-TESS and surveys			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 12 Details	Reviews		
12. Frequent Professional Learning Community (PLC) meetings for horizontal and vertical planning to develop strategies for improvement of student performance.	Formative		Summative
	October	February	May
Person(s) Responsible - Teachers, Campus and District Administrators Resources - DMAC, TEKS Resource System Timeline - Bi-Weekly Assessments - Data Analysis Reports, Curriculum-Based Assessments			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 13 Details	Reviews		
13. Utilize SummitK-12 and "Imagine Learning" with struggling Emergent Bilingual students at West Rusk (K-12th). Utilize Rosetta Stone and Saxon Phonics (K-3rd) English Language components as an additional resource.	Formative		Summative
	October	February	May
Person(s) Responsible - Principals, ESL Teachers, General Educ. Teachers Resources - Local Funds, Title I and Title III Funds, Immigrant funds and State Textbook Allotment Timeline - Weekly Assessments - Improved benchmark and state assessment scores.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 14 Details	Reviews		
14. Implement high-quality standards in Pre K to give students access to the knowledge and skills necessary to be successful in Kindergarten and beyond.	Formative		Summative
	October	February	May
Person(s) Responsible - PreK teacher and principal Resources - Local, state Timeline - Ongoing 2025 - 2026 Assessments - Monitor and assess Prekindergarten students to track success as they transition from PreK to Kindergarten.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 15 Details	Reviews		
15. Add a staff interventionist to help struggling elementary students who do not meet their full potential meet or master grade level in Reading and Math. Students will increase from 73% who meet or master Reading to 75% by May 2026.	Formative		Summative
	October	February	May
Person(s) Responsible - Elementary Principal, Administration Resources - Title 1 Grant Timeline - August 2025 to May 2026 Assessments - Fountas Pinnell, mClass, and benchmark assessments			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 16 Details	Reviews		
16. Core teachers and CTE teachers continue with the Teacher Incentive Allotment Plan	Formative		Summative
	October	February	May
Person(s) Responsible - Principals and Administrators Resources - Teacher Incentive allotment Timeline - August 2025 to May 2026 Assessments - Initial and ending assessments			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Goal 2: WRCCISD will meet all Federal/State Program-Based and State Compensatory Education compliance standards and Results Driven Accountability (RDA) criteria to ensure that all students meet performance standards in all areas, with emphasis on those students with special needs and at-risk of not achieving performance standards or graduating on time. Improving Low-Performing Schools (TEA Strategic Priority #4: Improve Low-Performing Schools)

Objective 1: All West Rusk students will be given the support needed to be successful at school and beyond.

Summative Evaluation: By May 2026, 80% of West Rusk students will pass both reading and math state assessments.

Strategy 1 Details	Reviews		
1. Utilize Federal grant funds to improve student achievement through employment of highly effective staff, purchase of teaching materials, and staff development.	Formative		Summative
	October	February	May
Person(s) Responsible - Director of Student Services and Assistant Superintendent Resources - Title I Part A, EduHero Timeline - August 2025 Assessments - CBA test results, student passing rate each 6 weeks, number of students participating in special programs, and monthly budget summaries			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 2 Details	Reviews		
2. Maintain a district-wide system for the identification, progress monitoring, and service of special education and 504 students.	Formative		Summative
	October	February	May
Person(s) Responsible - Director of Special Education, Director of Student Services, Principals, Counselors, Teachers, and Intervention Specialists Resources 504 manual, RtI process, IDEA guidelines Timeline - September 2025 to August 2026 Assessments - Number of student referrals, Number of students identified, Number of ARD and 504 meetings			

☐ No progress ✓ Accomplished → Continue ✗ Discontinue

Strategy 3 Details	Reviews		
3. Facilitate staff development for all teachers regarding differentiated instructional strategies for the implementation of Tier I RTI (Sheltered Instruction) and Tier II services by professional staff of the district.	Formative		Summative
	October	February	May
Person(s) Responsible - Assistant Superintendent, Instructional Coach, Region VII staff Resources - Local funds, Region VII, Title I A Timeline - August 2025 Assessments - Student assessment results, including CBAs, Principal observations through T-TESS			
☐ No progress ✓ Accomplished → Continue ✗ Discontinue			

Strategy 4 Details	Reviews		
4. Identify, monitor, and assist students at-risk of academic failure / not achieving to their full potential at each campus and maintain appropriate documentation. Use evidence-based practices to address the needs of students in special programs.	Formative		Summative
	October	February	May
Person(s) Responsible - Director of Student Services, Principals, Counselors Resources - At-Risk Criteria, PEIMS reports Timeline - Ongoing Assessments - Number of students identified, number of students served, teacher documentation			
☐ No progress ✓ Accomplished → Continue ✗ Discontinue			

Strategy 5 Details	Reviews		
5. West Rusk identifies, coordinates and provides services to homeless (McKinney Vento) children and youth to support enrollment, attendance, and success as their needs are met.	Formative		Summative
	October	February	May
Person(s) Responsible - Director of Student Services, CTE coordinator Resources - McKinney Vento identification and Title I homeless reservation Timeline - August 2025 Assessments - Number of students identified and served.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 6 Details	Reviews		
6. West Rusk coordinates instructional strategies, learning opportunities, and promotes skills and in-depth interaction and industry professional and academic credit.	Formative		Summative
	October	February	May
Person(s) Responsible - CTE director and teachers Resources - CTE and local funds Timeline - Throughout the year Assessments - Students served			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 7 Details	Reviews		
7. Tutorials (min. of 30 hrs) given to all students, grades 3 - EOC, who were not successful on Math and/or Reading STAAR.	Formative		Summative
	October	February	May
Person(s) Responsible - Assistant Superintendent, Principals, Teachers Resources - SCE, Local Timeline - Summer 2025 through May 2026 Assessments - State Assessment results, Grade Placement Meetings committee notes			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 8 Details	Reviews		
8. Provide information & training to campus testing coordinators, administrators, teachers, & raters regarding the LPAC process & TELPAS assessment system for Emergent Bilingual students.	Formative		Summative
	October	February	May
Person(s) Responsible - District Testing Coordinator, Principals, Counselors, ELA/ESL Teachers Resources - Title III, Region VII, TEA Timeline - Spring 2026 Assessments - TELPAS training documentation, LPAC meetings, TELPAS results			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 9 Details	Reviews		
9. Continue to monitor student attendance rates to reach the 97% goal. Offer incentives to students to attend and engage in class.	Formative		Summative
	October	February	May
Person(s) Responsible - Principals, Assistant Principals, Counselors, Teachers, PEIMS Coordinator Resources - Local Funds, Skyward Timeline - Daily / Every 6 weeks Assessments - PEIMS reports on Skyward			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 10 Details	Reviews		
10. West Rusk will use State Compensatory Education (SCE) funds to enhance the Title I program. These funds will be coordinated with other Title, Local, State, and Special Education funds.	Formative		Summative
	October	February	May
Person(s) Responsible - District and Campus Administration Resources - SCE funds \$680,674.84 - Salaries \$640,070.50 (17 FTEs), General Supply \$572.34, Contracted Services \$38,682 and Fees and Dues \$1,350. Title I funds \$349,466.47 - Salaries \$318,191.87 (5 FTEs), Contracted Services \$31,274.60 Title IIA \$54,711.00 - Salaries \$39,000.00 (13 FTEs), Contract Services \$15,711. Title IV \$30,641.00- Contracted Services \$30,641.00. Title V funds \$35,625.96 Contracted Services \$2,441.96, General Supply \$33,184.00. Title III Immigrant General Supplies \$2,747.07 Timeline - August 2025 through June 2026 Assessments - Students, district-wide, will meet and exceed the state and federal requirements.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 11 Details	Reviews		
11. The LEA invites parents, teachers, school administrators, paraprofessionals, specialized support personnel, and community partners to participate in a collaborative committee process to ascertain the strengths and needs of the LEA/campus, to evaluate prior-year program results, and to consider the best use of program funds for the upcoming school year. The committee meets in the late spring to review sub-committee reports and survey results and to prioritize the LEA/campus needs. The committee meets mid-school year to check progress, and again at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program at the mid-year point or at the end of the year. Person(s) Responsible - Administration and invited stakeholders Resources - Surveys Timeline - Three to four times per year Assessments - Improvements to district programs are supported and agreed on by multiple stakeholders	Formative		Summative
	October	February	May
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Goal 3: Recruit, support, and retain teachers and principals (TEA Strategic Priority #1: Recruit, support, retain teachers and principals)
Objective 1: Each year at West Rusk CCISD, ensure that 100% of staff are State of Texas certified and engaged in quality staff development
Summative Evaluation: 100% of core academic classes will be taught by appropriately certified teachers, and 100% of effective staff will be maintained.

Strategy 1 Details	Reviews		
1. Advertise critical needs areas & available positions on the West Rusk & Region VII websites.	Formative		Summative
	October	February	May
Person(s) Responsible - Superintendent, Principals, Web page master Resources - Web sites Timeline - Spring & Summer 2025 Assessments - Certifications meeting Texas State Certification Requirements			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 2 Details	Reviews		
2. Provide high-quality, ongoing staff development opportunities through Region VII ESC contracts, EduHero, local personnel, and contract personnel.	Formative		Summative
	October	February	May
Person(s) Responsible - Assistant Superintendent, Principals, Spec Ed Coop Resources - Title I, Part A, Title II, Part A, Title V, Local, EduHero, Region VII Timeline - August 2025, January 2026, June 2026 Assessments - Sign-in sheets for training, User reports through EduHero			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 3 Details	Reviews		
3. Continue to provide the above state-based salary scale for all teachers and financial incentives to recruit and maintain high-quality teachers in Math, Science, and BE/ESL teachers. Pay stipends to secondary math and science teachers to retain the best, most experienced teachers at West Rusk.	Formative		Summative
	October	February	May
Person(s) Responsible - Superintendent, Principals Resources - Title I, Part A, Title II, Local Timeline - Monthly Assessments 100% of teachers will be high-quality and State of Texas-certified			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 4 Details	Reviews		
4. Encourage teachers to take TExES in additional fields so they can be utilized at a variety of high need positions.	Formative		Summative
	October	February	May
Person(s) Responsible - Principals, administrative staff Resources - Title I, Part A Timeline 2025 – 2026 Assessments - Additional subject areas added to certificates			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 5 Details	Reviews		
5. Require 30 hours of initial training for GT certification for core teachers and facilitate the annual 6-hour update training so evidence-based practices will address the needs of Gifted and Talented students.	Formative		Summative
	October	February	May
Person(s) Responsible - Assistant Superintendent, Director of Student Services, Principals Resources - Region VII, Administrative staff and EduaHero Timeline - August 2025, January 2026, June 2026 Assessments - Certificate of completion for training			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Goal 4: All students will be educated in learning environments that are safe, orderly, drug-free, and a climate conducive to learning. (TEA Strategic Priority: #1, #2, and #4)

Objective 1: WRCCISD will show a reduction in discipline referrals and students using tobacco, alcohol, and illegal drugs district-wide and will develop, implement, and evaluate a comprehensive Emergency Operations Plan.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by 5% during the 2025 - 2026 academic year.

Strategy 1 Details	Reviews		
1. Participate in research-based opportunities in drug and violence prevention, and to have a gun-free school.	Formative		Summative
	October	February	May
Person(s) Responsible - Superintendent, Principals, Assistant Principals, Counselors Resources - Region VII, Local Timeline - Each six weeks Assessments - Decrease in discipline referrals each six weeks			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 2 Details	Reviews		
2. Continue to provide positive behavior intervention, support and management through lunch detention, in-school suspension and AEP.	Formative		Summative
	October	February	May
Person(s) Responsible - Campus principals, Assistants, Teachers, ISS personnel Resources - Local Timeline - August 2025 – June 2026 Assessments - Campus PEIMS documentation			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 3 Details	Reviews		
3. Implement a character education program, Sources of Strength at the secondary campuses.	Formative		Summative
	October	February	May
Person(s) Responsible - Counselors, Principals Resources - Local funds, donations from community sources Timeline - Every six weeks Assessments - Teacher observations, discipline referrals, and administrator walk-throughs using T-TESS			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 4 Details	Reviews		
4. Train staff in Crisis Prevention Intervention to prevent the need for additional discipline.	Formative		Summative
	October	February	May
Person(s) Responsible - Principals, District Administrators, Teachers/Aides, Special Educ. Coop Resources - Local, IDEA Timeline - October 2025, January 2026, February 2026 Assessments - CPI certifications			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 5 Details	Reviews		
5. All campuses will incorporate substance abuse (drug and alcohol), mental health, violence, and suicide prevention materials within the curriculum. The Discipline Management Program with Conflict Resolution information will be adopted and implemented throughout the district.	Formative		Summative
	October	February	May
Person(s) Responsible - Administrators, Teachers, Counselors Resources - Local, Title II Timeline - October 2025, May 2026 Assessments - Fewer discipline referrals and fewer incidents of criminal activities.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 6 Details	Reviews		
6. School Health Advisory Committee(SHAC) governing body will plan for a healthy school population by providing training on food allergy plan, diabetes education and procedures.	Formative		Summative
	October	February	May
Person(s) Responsible - Superintendent, Principals, Community, Nurse, Parents, Director of Student Services ,and Food Services Director Resources - Local Timeline - Fall 2025 and Spring 2026 Assessments - Agendas, Meetings and Minutes			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 7 Details	Reviews		
7. Continue Healthy Lifestyles Program at the secondary campuses. Explain Dating Violence, the warning signs and prevention.	Formative		Summative
	October	February	May
Person(s) Responsible - Counselors, Principal, Teachers Resources - Title II and Local Funds Timeline - Spring 2026 Assessments - Meetings, Sign In, and Minutes from parent night.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 8 Details	Reviews		
8. Dating Violence will not be tolerated. Students should report dating violence to any adult employee at West Rusk. Parents will be notified if there is a victim or perpetrator. Age-appropriate educational materials on the dangers of dating violence and resources for students seeking help will be made available to students	Formative		Summative
	October	February	May
Person(s) Responsible - Teachers at West Rusk Junior and High School. Resources - Local Timeline - Fall 2025 and Spring 2026 Assessments - Dating violence materials will be used by faculty in class to make students aware of dating violence.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 9 Details		Reviews		
9. Implement a comprehensive safety and security training program for all stakeholders and ensure that the district and campuses conduct regular safety audits and drills and review the data for continuous improvement and train over the Emergency Operation Plan.		Formative		Summative
		October	February	May
Person(s) Responsible - District and Campus Administrators, West Rusk Police Chief Resources - Local Timeline - Training at the beginning of the year and monthly drills Assessments - Sign-in sheets for training, documentation of drills, review of practice drill success				
☐ No progress ☒ Accomplished → Continue ☒ Discontinue				

Strategy 10 Details		Reviews		
10. Train faculty/staff in the following: signs and symptoms of depression and suicidal tendencies, suicide prevention programs including parental or guardian notification procedures, prevention, and appropriate responses to students; areas of substance abuse, harassment and bullying, conflict resolution programs, violence prevention programs, and mental health disorders and interventions.		Formative		Summative
		October	February	May
Person(s) Responsible - Principals, Counselors, Assistant Superintendent Resources - Local and State Materials, EduHero Timeline - August 2025, January 2026, June 2026 Assessments - User Reports through EduHero				
☐ No progress ☒ Accomplished → Continue ☒ Discontinue				

Strategy 11 Details	Reviews		
11. Increase teacher awareness through training on the likely warning signs of sexual abuse and maltreatment of children and the needed actions to take.	Formative		Summative
	October	February	May
Person(s) Responsible - Principals, Teachers, Counselors Resources - Local, EduHero Timeline - August 2025 and January 2026 Assessments - Teacher and staff reporting abuse as needed, User reports through EduHero			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 12 Details	Reviews		
12. Provide online education for students through Region VII concerning online internet safety.	Formative		Summative
	October	February	May
Person(s) Responsible - Assistant Superintendent, Principals, Teachers Resources - Local Timeline - Fall 2025 and Spring 2026 Assessments - Students K – 5 and 6 – 12 participation as seen on sign-in sheets			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 13 Details	Reviews		
13. West Rusk staff will complete required training on trauma informed, Title IX, suicide prevention, conflict resolution, violence and conflict prevention and resolution, sexual harassment, cybersecurity, dating violence, sexual abuse, and other maltreatment of children. Bullying and the identification and reporting procedures inclusive of extended definitions as referenced in SB116 (FFH, FFI Local) will integrate trauma-informed practices in the school environment, increasing staff and parent awareness of trauma-informed care and having available counseling options for students affected by trauma or grief.	Formative		Summative
	October	February	May
Person(s) Responsible - Counselors, Police Department, Safety Committee members, Campus administration Resources - Safety grants, Title IV, and Local Timeline - Fall 2025 and Spring 2026 Assessments - Staff and students will integrate trauma-informed care.			
☐ No progress ☒ Accomplished ☐ Continue ☒ Discontinue			

Strategy 14 Details	Reviews		
14. West Rusk Police Chief and Guardians will protect and provide a safe and secure environment for students and staff by maintaining a physical presence and monitor for external and internal threats.	Formative		Summative
	October	February	May
Person(s) Responsible - Police Department, Safety Committee members, Campus administration Resources Timeline - Fall 2025 and Spring 2026 Assessments			
☐ No progress ☒ Accomplished ☐ Continue ☒ Discontinue			

Goal 5: WRCCISD will enhance the educational program at all campuses through strong partnerships forged with parents, community members, and surrounding business partners to benefit all students.

(TEA Strategic Priority: #1, #2, #3, and #4)

Objective 1: Increase parent engagement and community partnership through activities designed to meet the needs of all children and support the educational process.

Summative Evaluation: West Rusk documents indicate that 90% of students' parents/family members participate in partnership in education opportunities.

Strategy 1 Details	Reviews		
1. Continue to maintain and upgrade the West Rusk web page to include all required public notifications, in English and Spanish, as per TEA mandate.	Formative		Summative
	October	February	May
Person(s) Responsible - Technology Personnel and District Administrators Resources - TEA, ESSA Timeline - All year Assessments - ESSA Compliance reports, District and Campus Plans			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 2 Details	Reviews		
2. Conduct annual federal program parent information sessions—Title I, Title II, Title IV, Migrant, IDEA, ESL, GT, CTE.	Formative		Summative
	October	February	May
Person(s) Responsible - Director of Student Services, Principals, Special Education Co-op Resources - TEA, ESSA, IDEA Timeline - Site-Based meetings, monthly West Rusk Board of Trustees meetings Assessments - Parent sign-in sheets, Federal applications, Federal compliance reports, West Rusk board agendas and minutes			

☐ No progress ☒ Accomplished → Continue ☒ Discontinue

Strategy 3 Details	Reviews		
3. Schedule parent information meetings at each campus to inform them of course offerings, including CTE, GT, & special program services.	Formative		Summative
	October	February	May
Person(s) Responsible - Director of Student Services, Principals, Counselors Resources - Student Handbooks, CTE clusters Timeline - Fall 2025 and Spring 2026 Assessments - Parent sign-in sheets			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 4 Details	Reviews		
4. West Rusk will use strategies to implement effective parent and family engagement.	Formative		Summative
	October	February	May
Person(s) Responsible - Administration, Special programs, and counselors Resources - Region VII and TEA created resources posted Timeline - Both semesters Assessments - Parent and family attendance and participation.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 5 Details	Reviews		
5. Counselors review higher education admissions and financial aid opportunities, including state financial aid opportunities, scholarships, grants, and other financial aid as well as educational pathways and career opportunities with all 11th and 12th-grade students and parents utilizing texasoncourse.org , TEXAS grant program and Teach for Texas grant . Additional counselor to help with preparing for college or a career after high school.	Formative		Summative
	October	February	May
Person(s) Responsible - Counselors Resources - Local Timeline - Fall 2025 and Spring 2026 Assessments - Utilization of the website by West Rusk students and parents.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 6 Details	Reviews		
6. Provide written and oral communication with parents in their home language. Utilize bilingual staff and google translate as possible. Follow the district Translation Policy.m	Formative		Summative
	October	February	May
Person(s) Responsible - Teachers, Principals, Interpreters Resources - Local Timeline - September 2025 to June 2026 Assessments - Announcements, meetings, and forms			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 7 Details	Reviews		
7. Utilize Skyward Family Access to provide parent communication of student performance and attendance information and food service balance.	Formative		Summative
	October	February	May
Person(s) Responsible - PEIMS coordinator, Technology, Supervisors Resources - Local Timeline - September 2025 to June 2026 Assessments - Parent use of access			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 8 Details	Reviews		
8. Implement a mentor program using members from the community (parents, business members, etc.) to mentor at-risk students.	Formative		Summative
	October	February	May
Person(s) Responsible - Campus & District Administrators Resources - Local Timeline - August 2025 to May 2026 Assessments - Volunteer sign-up sheets			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 9 Details	Reviews		
9. Utilize "Blackboard Connect 5" as a parent notification tool to inform parents of school events and emergency notifications.	Formative		Summative
	October	February	May
Person(s) Responsible - Business assistant, Principals Resources - Local Timeline - September 2025 through August 2026 Assessments - Annual review of broadcasts and parent surveys			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 10 Details	Reviews		
10. Continue to implement a comprehensive school counseling program to provide guidance and support to all students (elementary, intermediate, junior high, and high school), teachers, school counselors, and parents in addressing both academic (informed curriculum choices and personal needs for success in school and beyond high school).	Formative		Summative
	October	February	May
Person(s) Responsible - Counselors, Principal Resources - Local Timeline - Daily Assessments - Students are successful in both academic and social areas			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 11 Details	Reviews		
11. West Rusk CCISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure.	Formative		Summative
	October	February	May
Person(s) Responsible - Cafeteria staff and Business office staff Resources - Local, state, and federal Timeline - Daily count of students eating Assessments - Students are fed nutritious meals and are successful in academic and social areas			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 12 Details	Reviews		
12. The school counselors shall work with the faculty, staff, students, parents, and community to plan, implement, and evaluate a Comprehensive School Counseling Program.	Formative		Summative
	October	February	May
Person(s) Responsible - School counselors and staff Resources - Local Timeline - Fall 2025 and Spring 2026 Assessments - Comprehensive School Counseling Program Plan			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 13 Details	Reviews		
13. District staff will be trained in Trauma and Grief-Informed Care.	Formative		Summative
	October	February	May
Person(s) Responsible - Campus Administrators, Assistant Superintendent and Team Resources - Local, EduHero Timeline - At least every three years Assessments - Training notes, sign-in, and certificates of completion.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 14 Details	Reviews		
14. West Rusk reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. Trauma-informed practices and Positive Behavioral Intervention and Supports are used to prevent and address behavioral problems	Formative		Summative
	October	February	May
Person(s) Responsible - Campus assistant principals and counselors Resources - Local Timeline - Three times per year Assessments - The student's behavior shows improvement, and more class time is used for instruction.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Goal 6: Connect high school to college, career and military (TEA Strategic Priority #3: Connect high school to career and college)

Objective 1: Ensure that all students will have a quality education to prepare them to attain college and career readiness through a Graduation Plan and Endorsements.

Summative Evaluation: By May 2026, the West Rusk dropout rate will be less than 1% and have a completion rate of over 90%.

Strategy 1 Details	Reviews		
1. Align CTE curriculum with academic skills and expand course offerings to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.	Formative		Summative
	October	February	May
Person(s) Responsible - Principals, Teachers, CTE Director, Counselors Resources - Local, CTE funds Timeline - August 2025 Assessments - Number of CTE courses offered, Number of CTE students			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 2 Details	Reviews		
2. Develop and implement a Personal Graduation Plan for all High School students and at-risk Junior High students.	Formative		Summative
	October	February	May
Person(s) Responsible - Counselors, Principal Resources - Local, DMAC Timeline - Fall 2025, Spring 2026 Assessments - Counselor Documentation, DMAC reports			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 3 Details	Reviews		
3. Close the gap in participation and success in higher education to build a better-educated population and workforce through collaborations with institutions of higher education, the school, and the business community.	Formative		Summative
	October	February	May
Person(s) Responsible - Principals, Counselors, Teachers, CTE Director Resources - Local, CTE Consortium Timeline - Fall 2025 and Spring 2026 Assessments - STAAR, Texas Academic Performance Reports (TAPR), ACT/SAT participation rate, Technical Certifications			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 4 Details	Reviews		
4. Continue to build wireless capacity for laptops and wireless devices at all campuses and buildings.	Formative		Summative
	October	February	May
Person(s) Responsible - Technology Supervisors Resources - Local Technology funds Timeline - Fall 2025 and Spring 2026 Assessments - Number of wireless hubs installed,			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 5 Details	Reviews		
5. Expand the use of collaborative grouping of students and web-based instructional and testing systems through teacher training and purchase of equipment.	Formative		Summative
	October	February	May
Person(s) Responsible - Technology Supervisors and CTE Director Resources - Local Technology funds Timeline - Fall 2025 and Spring 2026 Assessments - State assessment results, lesson plans, and walk-through T-TESS documentation			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 6 Details	Reviews		
6. Continue utilization of DMAC for student performance data analysis and progress monitoring.	Formative		Summative
	October	February	May
Person(s) Responsible - Assistant Superintendent, Instructional Coach, Region VII staff Resources - Local and Title funds Timeline - Every 6 weeks Assessments - CBA data notebooks, state assessment reports, and DMAC login record			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 7 Details	Reviews		
7. Continue to equip classrooms with interactive technology equipment such as document cameras, interactive whiteboards, projectors, iPads, etc.	Formative		Summative
	October	February	May
Person(s) Responsible - Assistant Superintendent, Technology Supervisors Resources - Local, Title funds, E-rate Timeline - September 2025 to June 2026 Assessments - State assessment results, Lesson plans, and walk-through T-TESS documentation			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 8 Details	Reviews		
8. Support, coordinate, and integrate services for preschool children and their parents with successful transition from early childhood programs to local elementary school-wide programs. Also, 2nd to 3rd, 5th to 6th, 8th to High school, and High school to college and/or career.	Formative		Summative
	October	February	May
Person(s) Responsible - Preschool teachers, elementary, intermediate, junior high, and high school teachers. Principals and Counselors Resources - Local and Title funds Timeline - May 2025 and September 2026 Assessments - Students are successful in transition between campuses and college/career.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 9 Details	Reviews		
9. Utilize a Technology Four-Year Plan to replace 25% of the district computers each year.	Formative		Summative
	October	February	May
Person(s) Responsible - Technology Supervisors, Administration Resources - Local for lower grades and High school Allotment for Upper grades Timeline - Annually Assessments - Computers are upgraded every four years.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 10 Details	Reviews		
10. Counselors will provide resources and information to teachers, students, and parents about higher education admissions, financial aid opportunities (such as the Texas grant program and Teach for Texas), and how to make informed curriculum choices to be prepared for success beyond high school.	Formative		Summative
	October	February	May
Person(s) Responsible - Counselors and staff Resources - Local Timeline - Semesters one and two 2025 and 2026 Assessments - West Rusk graduates are enrolling in higher education courses.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 11 Details	Reviews		
11. West Rusk identifies and addresses disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.	Formative		Summative
	October	February	May
Person(s) Responsible - Administration Resources - Federal, state, and local funds Timeline - Yearly Assessments - Identify those teachers and student groups and review their success.			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

Strategy 12 Details	Reviews		
12. West Rusk libraries are developed and updated annually by purchasing additional print and digital books. Students have access to computers throughout the school day and can check one out if needed.	Formative		Summative
	October	February	May
Person(s) Responsible - Librarian, library aides, technology specialist Resources - State and local funds Timeline - Daily Assessments - Student utilization of the library and computers			
☐ No progress ☒ Accomplished → Continue ☒ Discontinue			

FEDERAL PROGRAMS (Every Student Succeeds Act - ESSA)

Title I: Improve Basic Programs and help students meet the challenging State academic standards TOTAL: \$324,945

Support teachers and aides:	Intervention, content mastery, computer aide, and additional ELA teacher	\$293,874	Monthly	Students master the state-required curriculum and assessments.
Region VII Services and Agreements	Counseling, Digital Learning, DMAC, Title I ESSA support, Personnel (Human Resources), TEKS Resources	\$30,931	Annual Subscription	Services benefit district goals
Homeless reservation	Homeless leissan	\$140	2025 - 2026	Homeless students receive needed items

Title I, Part C - Migrant Education Program - helps overcome the challenges of mobility and other challenges of a migratory lifestyle. West Rusk is part of the Region VII ESC shared services. TOTAL: \$1776

Title II Support Effective Instruction TOTAL: \$39,943

Stipends for the retention of secondary math and science teachers.	Business office, principals, highly effective and certified secondary science and math teachers	\$3,000 per teacher x 13	Monthly	Science and Math teachers are retained in the district.
Region VII ESC Leadership Training	District leaders	Part of the \$1,800	Annually	District leaders are trained to improve student outcomes

Title III English Learners - help attain English proficiency and develop high levels of academic achievement. TOTAL: \$11,679

Region VII ESC Contracted	Federal Program director and ESL-certified teachers	\$3,565	Annually	Professional Development on instructional Strategies and updates
English Language Acquisition curriculum and lesson supports	ESL instruction	\$8,114	Annual subscriptions and purchases	SummitK-12, Imagine Learning, and materials from Loyola Press
Title III, Part A Immigrant: Furnish additional educational software and technologies and provide basic instructional services (supplies) for immigrant children and youth (not born in the US and here less than 3 years) \$1,378				
Rosetta Stone - software for English acquisition	Secondary ESL teachers	\$500	Annual Subscription	Software to help secondary students with English acquisition
Instructional and personal supplies for Immigrant students	Director and teachers	\$878	Purchased as needed	Supplies for Immigrant students to help them be successful in school
Title IV Student Support and Academic Enrichment TOTAL: \$24,570				
Well-rounded educational opportunities - Region VII Gifted and Talented	Gifted and Talented teachers and administrators	\$10,191	Annual Subscription	GT students are supported by teachers who are trained and updated annually.
Additional counselor to support secondary students at West Rusk and beyond	Counselor	\$6,768	Annually	Students are successful at West Rusk and beyond
Improve academic outcomes by maintaining safe and healthy students	Region VII School Safety Service	\$6,107	Annual Subscription	District is safe and students are successful
Compliance with Health, Nurse, and Physical Education requirements	Nurses, physical education teachers, and health professionals	\$1,504	Annual Subscription	Faculty and Staff complete training and use the information to improve student outcomes

West Rusk CCISD

Appendix - LEA Program Plan Requirements

Title I, Part A	
Title I Requirement	Description of Requirement
Timely and Meaningful Consultation	West Rusk CCISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found on page 2 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. For the 2025-2026 school year, District Committee meetings are scheduled for the following dates: September 15, 2025, November 2025, March 2026, May 2026. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and March) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in March and May. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in March and May.
Coordination	West Rusk CCISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.) • Title I, Part C (migrant) • Title II, Part A • Title III, Part A (ESL and Immigrant) • Title IV, Part A • Title V, Part B (Rural Low Income) • Individuals with Disabilities Act (IDEA) • Rehabilitation Act of 1973 • Carl D. Perkins Career and Technical Education Act of 2006 • Head Start Act • McKinney-Vento Homeless Assistance Act • State Comp Education Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan.

	We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.
Challenging State Academic Standards	West Rusk CCISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by certified teachers, after-school tutorials with TEKS-aligned materials, and paraprofessionals who work with small groups of students.
Periodic Review and Revisions	West Rusk CCISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for September 2025 and March 2026 and a summative evaluation scheduled for May 2026 to evaluate the effectiveness of the plan.
Required Descriptions:	
Description #1: Student Progress Monitoring Supports How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]— 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2. Identifying students who may be at risk for academic failure; 3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.	West Rusk CCISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students. West Rusk CCISD has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal. The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional

	activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year. West Rusk CCISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.
Description #2: Teacher Quality How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers	Annually, during the spring and summer of each year, West Rusk CCISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.
Description #3: School Improvement and Support Activities How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2) if any campuses within the LEA are identified by and Improvement and/or Additional Targeted Support	§ 1111(d)(1)(A) SEA must notify each LEA of any school served by the LEA that is identified for <i>comprehensive support and improvement</i>. § 1111(d)(2)(A) SEA must notify each LEA of any school served by the LEA in which <i>any subgroup of students is consistently underperforming</i>. SEA must ensure that each LEA notifies each school in which <i>any subgroup of students is consistently underperforming</i>. § 1111(d)(2)(D) SEA must notify each LEA of any school served by the LEA in which <i>any subgroup of students, on its own, would lead to identification for comprehensive support and improvement</i>. The district provides guidance and technical assistance to campuses identified for school improvement in meeting the legal requirements. This guidance includes drafting and sending parental notifications, administration of school choice options and notification, school plan assistance as appropriate, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, administration and monitoring of local corrective actions. School Improvement Campuses in Years 1 and 2:

	● Professional development to assist in implementing research-based strategies that address the needs of the student groups who are struggling to meet standards ● Assistance in developing, revising, and implementing the school plan. ● Assistance in designing a plan for the best use of funds to meet the school's improvement needs. School Improvement Campuses in Years 3 and 4: ● Professional development to assist in implementing research-based strategies which address the needs of the student groups who are struggling to meet standards ● Assistance in developing, revising and implementing the school plan. ● Assistance in designing a plan for the best use of funds to meet the school's program improvement needs. School Improvement Campuses in years 3 and 4 receive assistance in ● Response to Intervention personnel at each site for instruction, data analysis, and coaching. ● Personnel assignments at school sites are adjusted to meet the needs of the students. ● Summer school programs ● Restructured schedules and extended learning periods. ● Assistance in implementing the curriculum. ● Restructured school schedules to include extended learning periods and block scheduling. ● WEST RUSK CCISD has no campuses in School Improvement.
Description #4: Measure of Poverty Include the poverty criteria that will be used to select school attendance areas under Section 1113	Statute allows LEAs to select from the following measures of poverty: ● Children, ages 5 through 17, inclusive, in poverty, counted in the most recent census data approved by the Secretary of Education; ● Children eligible for free and/or reduced-price lunches under the National School Lunch Act; [Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage.] ● Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF); ● Children eligible to receive medical assistance under the Medicaid program; or ● A composite of any of the above measures.

	West Rusk CCISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.
Description #5: Nature of Programs Include the nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs	All of West Rusk CCISD's campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.
Description #6: Services to Homeless Children and Youth Describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act	West Rusk CCISD currently serves homeless children and youth. 1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork. 2. Attendance: The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth. 3. Success: The District provides services to support homeless children and youth with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the

	Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation and the Region 7 ESC TEHCY grant. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.
Description #7: Parent and Family Engagement Strategy Include the strategies the LEA will use to implement effective parent and family engagement under Section 1116	West Rusk CCISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2025-2026 school year. It outlines our PFE program and the specific strategies employed to engage parents.
Description #8: Early Childhood Education Programs and Transition Plans If applicable, describe how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs	Our preschool classes are located on our Elementary campuses. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campuses also host a parent meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten. Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.
Description #9: Identification of Eligible Children Include how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	West Rusk CCISD operates no targeted assistance programs.
Description #10: Middle to High School/ High School to Postsecondary Transitions Describe how the LEA will implement strategies to facilitate effective transitions for students from middle	West Rusk CCISD implements strategies to facilitate effective transitions for students. The middle school provides an orientation for incoming 6th graders. From middle school to high school, the district provides an informational night for parents of 7th & 8th-grade students to learn about the career pathways and dual credit opportunities

grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	offered to high school students. Middle school students also attend a career pathway day to explore available options in high school. Upper middle school students also work with a career counselor to explore career options and complete interest surveys to assist students in determining their career interests. Eighth graders tour the high school and meet with core teachers to ease the transition. West Rusk CCISD works hard to coordinate with its higher education partner, Kilgore College and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses, such as Stephen F. Austin and UT Tyler. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.
Description #11: Discipline Disproportionality Include how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	West Rusk CCISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, West Rusk CCISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.
Description #12: Coordination and Integration If applicable, include how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate.	West Rusk CCISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, Industry mentors, and internship opportunities. The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.
Description #13: Other Proposed Uses of Funds Include any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may	Although the district does not utilize Title I funding for the G/T program, the district does have an established program described below. The district does utilize funding to help students develop digital literacy skills. 1. West Rusk CCISD has an established G/T referral process within the district.

include how the LEA will [Section 1112(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Referral testing is available for grades Kindergarten and above. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with related extension opportunities. All G/T identified students receive instruction through a pull-out program throughout the school year and are invited to participate in a summer school program specifically designed to extend learning opportunities in STEM and Performing Arts.

2. School libraries are developed and updated annually by purchasing novels and other reading material, both print and digital. Each student (PK-12) is provided a Chromebook at the beginning of the school year as a tool for learning purposes. Education Technology Specialists coach classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research, and problem-solving.
3. The district also utilizes Title I, Part A funding for an instructional technologist to help improve the use of technology within classrooms and increase engagement of students.

West Rusk CCISD

Appendix - LEA Program Plan Requirements

Title II, Part A	
Title II Requirement	Description of Requirement
REAP/Transferability	West Rusk CCISD does not REAP or TRANSFER any of its Title II Part A Funds.
Alignment of Activities to the Challenging State Academic Standards	West Rusk CCISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.

Meaningful Consultation	West Rusk CCISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on page ? of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. For the 2025-2026 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: September 15, 2025, November 2025, March 2026, and May 2026. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and March) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in March and May. The committee will utilize CNA results to create the 2025 - 2026 District Improvement Plan in March and May. Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information along with staff professional development needs surveys will be taken into account as the committee meets as well. Student performance on the State academic standards (monitored throughout the year) and T-TESS evaluation will also be used in determining Title II program needs.
Coordination	West Rusk CCISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. ● Title I, Part C (migrant) ● Title II, Part A ● Title III, Part A (ESL and IMMIGRANT) ● Title IV, Part A ● Title V, Part B (Rural and Low Income) ● Individuals with Disabilities Act (IDEA) ● Rehabilitation Act of 1973 ● Carl D. Perkins Career and Technical Education Act of 2006 ● Head Start Act ● McKinney-Vento Homeless Assistance Act ● State Compensatory Education Program coordination with community partners, such as Rusk County Health Dept to collaborate on local health concerns also takes place routinely.

	Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.																														
Prioritization of Funds	Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus’s school improvement status and percentage of low-income students. The district maintains a spreadsheet locally (see below) with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by school improvement status and low-income percentage . Notes related to the rationale for expenditures by campus are included in the spreadsheet <table><tr><th>Campus Name</th><th>Campus Number</th><th>Low-Income %</th><th>School Improvement Status</th><th>Amount of Title II Funds Allocated</th><th>Notes</th></tr><tr><td>West Rusk High</td><td>001</td><td>70.22</td><td>B - 81</td><td>\$21,235.75</td><td></td></tr><tr><td>West Rusk Junior High</td><td>041</td><td>76.03</td><td>B - 82</td><td>\$18,235.75</td><td></td></tr><tr><td>West Rusk Intermediate</td><td>104</td><td>75.35</td><td>C - 72</td><td>\$235.75</td><td></td></tr><tr><td>West Rusk Elementary</td><td>105</td><td>79.17</td><td>C - 72</td><td>\$235.75</td><td></td></tr></table>	Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes	West Rusk High	001	70.22	B - 81	\$21,235.75		West Rusk Junior High	041	76.03	B - 82	\$18,235.75		West Rusk Intermediate	104	75.35	C - 72	\$235.75		West Rusk Elementary	105	79.17	C - 72	\$235.75	
Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes																										
West Rusk High	001	70.22	B - 81	\$21,235.75																											
West Rusk Junior High	041	76.03	B - 82	\$18,235.75																											
West Rusk Intermediate	104	75.35	C - 72	\$235.75																											
West Rusk Elementary	105	79.17	C - 72	\$235.75																											
System of Professional Growth and Improvement	West Rusk CCISD has a district-wide system of Professional Growth and Improvement. Please see the following link westruskisd.org to view the description of the system of professional growth and improvement <i>A system of professional growth should support educators at various points in their professional growth from the beginning of their career. The system should also provide opportunities for advancement. Data should be gathered to monitor both the improvement of educators and how effectively the system is meeting local needs. There are many opportunities to use Title II, Part A funds to develop new ways to support educators and to strengthen existing efforts to provide professional growth opportunities for teachers and school leaders. For guidance on professional growth systems, please see the Building Systems of Support for Excellent Teaching and Leading guidance (PDF)</i>																														

	<i>guidance prepared by the ED. (20 USC Section 6612[b][2][B][D][F]]></i>
Private Nonprofit School Participation	Each May, West Rusk CCISD directly communicates with all PNPs operating within the boundaries of the district to identify which PNPs are interested in participating. The district also conducts outreach to all PNPs within driving distance by posting the date, time, and location of a PNP interest meeting. This post is made on the district's website and Facebook page. Consultation is then conducted with all PNPs who would like to participate and receive equitable services. The district continues to meet with the participating PNPs and conduct ongoing consultation throughout the year to monitor the effectiveness of services provided. At this time, non Private Nonprofit schools have participated
Evidence-Based Activities	West Rusk CCISD did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus.'

West Rusk CCISD

Appendix - LEA Program Plan Requirements

Title IV, Part A			
Title IV Requirement	Description of Requirement		
REAP/Transferability	West Rusk CCISD does not REAP or TRANSFER any of its Title IV Part A Funds		
Description of Funded Programs and Activities	West Rusk CCISD funds the following programs and activities to support <u>well-rounded education</u> in the following manner: <i>Region VII Gifted and Talented cohort</i>. We also contract with a person to help students as they transition from High school to college or career. West Rusk CCISD funds the following programs and activities to support <u>safe and healthy</u> students in the following manner: Region VII Safety and Health/Nurse/and PE Cohort. West Rusk CCISD <u>does not</u> fund the following programs and activities to support the <u>effective use of technology</u> at this time.		
Program Objectives and Measurable Outcomes and Evaluation of Program Effectiveness & Program Evaluation	Below are the Program OMOs and Measurable Outcomes selected for the 2025-2026 school year for the Title IV, Part A program (as reported to TEA in the fall submission).		
	Program Objective	Intended Outcome	Content Area
	#1: Staff receive training in working with gifted and talented students from Region 7 ESC.	GT students are identified and instructed.	Well-Rounded Education ▾
	#2: Students in 12th grade are given assistance by an additional counselor that assists students with entry to college, career, and military.	Students are ready for college, career, or military as they graduate from high school.	Well-Rounded Education ▾
	#3 Purchase Region 7 ESC Safety contract to train staff in how to make the district safe and complete requirements.	West Rusk will be safe and meet all the requirements of the State of Texas	Safe and Healthy Students ▾

	<table><tr><td>#4 Purchase Region 7 ESC Health, Nurse, and Physical Education contract</td><td>Staff will be trained in the areas of health and meet State of Texas requirements.</td><td>Safe and Healthy Students ▾</td></tr></table>	#4 Purchase Region 7 ESC Health, Nurse, and Physical Education contract	Staff will be trained in the areas of health and meet State of Texas requirements.	Safe and Healthy Students ▾
#4 Purchase Region 7 ESC Health, Nurse, and Physical Education contract	Staff will be trained in the areas of health and meet State of Texas requirements.	Safe and Healthy Students ▾		
	West Rusk CCISD will evaluate the progress of these program objectives and intended outcomes three times a year (November, March, and May) with the required stakeholder committee. These evaluations will be based on data specified within the OMO's to determine the percentage of progress made on each objective and measurable outcome. Based on the findings of the stakeholder committee, the district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the stakeholder committee and district determines they are necessary at the time of each evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs. For the 2025-2026 school year, the Title IV stakeholders met on the following dates November, February, and May (include DIP formative evaluation dates) to formatively evaluate progress on the district's Title IV program and OMOs. Data was reviewed at each of these meetings to gauge progress and determine if modifications to the program were needed. In May the required stakeholders met for a summative evaluation of the Title IV program for this year. We reviewed the OMOs above which were directly supported with Title IV funds.			

Meaningful Consultation	West Rusk CCISD District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found in the front of the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. For the 2025 - 2026 school year, District Committee/Title IV, Part A meetings are scheduled for the following dates: September 15, 2025, November 2025, March 2026, and May 2026. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and March) and a summative assessment in May. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community. The stakeholder committee will also review and determine progress toward the selected program objectives and measurable outcomes for the 25 - 26 school year. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in March and May. The committee will utilize CNA results to create the 2025 - 2026 District Improvement Plan in March and May. The DIP containing the LEA Program Plan will outline a description of activities funded by Title IV, Part A in the three content areas (well-rounded education, safe and healthy students, and the effective use of technology) as well as the objectives and measurable outcomes determined through consultation with the stakeholder committee. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities and/or programs.
Prioritization of Funds	Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's

needs, percentages of low-income students, school improvement status, and persistently dangerous status. The district maintains a spreadsheet locally (see below) with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus needs, as established by the criteria listed above. .Notes related to the rationale for expenditures by campus are included in the spreadsheet.

Campus Name	Campus Number	Low-Income %	School Improvement Status	Persistently Dangerous Campus	Identified Needs	Amount of Title IV Funds Allocated	Notes
West Rusk Hlgh	001	70.22	No ▾	No ▾	Well Rounded - Consultant to help with students post graduate. Well Rounded (GT) and Safe (School Safety) and Healthy (Health, Nurse, and PE)	\$11,218.50	
West Rusk Junior High	041	76.03	No ▾	No ▾	Well Rounded (GT) and Safe (School Safety) and Healthy (Health, Nurse, and PE)	\$4,450.50	
West Rusk Intermediate	104	75.35	No ▾	No ▾	Well Rounded (GT) and Safe (School Safety) and Healthy (Health, Nurse, and PE)	\$4,450.50	
West Rusk Elementary	105	79.17	No ▾	No ▾	Well Rounded (GT) and Safe (School Safety) and Healthy (Health, Nurse, and PE)	\$4,450.50	

West Rusk CCISD
Parent and Family Engagement (PFE) Policy
2025 - 2026

Parent & Family Engagement (PFE) Program	
What is it?	West Rusk CCISD is committed to our vision: Every student matters and serves a purpose. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.
Expectations & Objectives	Parents and families are a child's first teacher. They imitate you from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are: ● Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students. ● If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption. ● Learning together leads to better school and home life. ● Being a life-long learner can prevent some health issues that often occur later in life.

West Rusk CCISD will:

- Create a Site-Based Committee on which parents will be included. This committee will plan, develop, evaluate, and revise support and school improvement plans.
- Hold regular meetings where the Parent Site Based Committee will seek input of families, community members and educators.
- Distribute the PFE Policy, this document, to parents and the communities by:
 - Posting it on our district website, and keeping it up to date
 - Distributing printed copies to all the local churches, restaurants, and other businesses
 - Sending a printed copy home with every student
 - Distributing printed copies and QR codes to the electronic version at all the school's annual meetings
- Have a representative at every school's annual Title I meeting
- Have a representative at every school PFE event
- Per request, provide the qualifications of a child's teacher
- Conduct evaluations of every PFE event at each school, collect that data, and give a report that school
- Assist schools in the evaluation and revision of their PFE policy and school-parent compact
- Evaluate the District Parent and Family Program and its policy throughout the year and revise it as needed
- Provide training to every district employee on the most effective PFE strategies
- Provide the following trainings to parents on how to navigate the school system:
 - Roles & Responsibilities
 - Enrollment
 - Immunizations
 - Attendance
 - Parent-Teacher Communication
 - Discipline
 - Engagement
 - Transitions
 - Cultural Sensitivity
 - Junior High Courses offered
 - High School Courses offered
 - Post-Secondary Options
 - College Entrance Exams
 - Filling out the applications
 - Filling out the FAFSA
 - Choosing a Degree Plan

Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The **Priority for Service Report on Texas – New Generation System (TX-NGS)** must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; AND - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows No Other Preschool Support.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the TMEP Portal.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
07	201 - 914		Gwen Gilliam, Director of Student Services
District Name:		<u>School Year</u>	Date:
West Rusk CCISD		2025 – 2026	August 2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “MEP PFS Action Plan Section”). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Gwen Gilliam	ESC Reviewer Signature	
Date	August 2025	Date Review Complete	

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
07	201 - 914	West Rusk CCISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
100% of eligible migratory, Priority for Service Students will be entered into the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	To ensure 100% of the PFS students are prepared to transition to the next grade level through support offered at the campus level.

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
07	201-914	West Rusk CCISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	Before the end of each month, August 2025-July 2026	TxNGS Specialist	PFS tracking report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before 1 st Day of School	MEP contact	PFS report
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
07	201-914	West Rusk

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Upon enrollment/ PFS qualification	district staff	emails, posts, flyers, parent meeting sign- ins, report cards, state assessment letters
▪ During the academic calendar, the district’s Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP Staff	calendars, meeting notes
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
07	201 - 914	West Rusk CCISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
The district’s Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
The district’s Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
The district’s Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			

Needs Assessment Goal:

Promote the academic, social, and inter-personal communication of enrolled migrant students from PK through 12th Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.

Needs Assessment Objective:

Teachers and migrant contacts will look at all grade levels of Data, Local and State Assessments, Course History, Grades, and credits to ensure success of the migrant student and to address their individual needs.

Evidence of Need	Activity	Timeline	Staff Responsible	Method of Evaluation
Pre-School (age 3-5)	Enrolled students or home-based contact (A Bright Beginning, books, parent involvement)	Within the first 60 days of school for enrolled students. Serve as of DOB for 2 yr olds turning 3.	District Migrant Contact, Campus Administrator, Classroom Teacher, ESC 7 Migrant Contact	A Bright Beginning evaluation form, Teacher Formative Evaluations, Early Childhood checklists
Assessment of readiness skills				
1 st to 2 nd Grade	EOY Assessment and/or checklists	End of School Year	Classroom Teacher, Campus Administrator, District Migrant Contact	TPRI, Tejas Lee, DRA, Reading Assessment, STAR Assessments, Universal Screeners, or Local Rubrics
Academic Mastery of Basic Skills				
State Assessment	Accelerated Instruction during the school day, extended day and/or summer school; RtI	Throughout the school year	Campus Administrators, Classroom Teachers, District Administrators, District Migrant Contact	Progress Monitoring Data, State Assessments, Data Disaggregation Reports
Number of students not passing State Assessments Grades 3-11				
Secondary Students	Increased awareness of staff regarding migrant student academic and non-academic needs	Beginning of school year or upon enrollment of migrant students and on-going throughout the school year	District Migrant Contact, Campus Administrator, Classroom Teacher, ESC 7 Migrant Contact, Counselor, Social Workers	Student Data, Report Cards, Test Scores, Benchmarks, Progress Monitoring Discipline Reports, Parent Contacts, RtI
Academic and Non-Academic Challenges				
Secondary Students	Parent Involvement Conference, increased awareness of parents regarding migrant student academic and non-academic needs	Ongoing throughout the school year and summer home visits	District Migrant Contacts, Campus Administrators, Parent Liaison (PAC-ESC 7)	Phone log, home visit log, PAC Agenda, and Sign-in sheets
Parents of Secondary Migrant Students				
Parent Support	Utilize electronic communication, Information meetings, local organizations, and/or school facilities	Ongoing throughout the school year	District Migrant Contact, Counselors, Campus Administrators, Social Workers, Classroom Teachers, Translators	Increased parental involvement, sign-in sheets, activity rosters
AT all levels of participation and communication for parents				